1974-1975

# BULLETIN OF WELLESLEY COLLEGE

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# 1974-1975 BULLETIN OF WELLESLEY COLLEGE

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**Contents**


| | |
|---|---|
| Academic Calendar 1974-1975 | 3 |
| The College | 9 |
| Admission | 13 |
| Financial Information | 19 |
| Student Life | 29 |
| The Campus | 37 |
| Academic Program | 42 |
| Courses of Instruction | 50 |
| Officers of Instruction | 206 |
| Administration | 220 |
| Alumnae Organization | 224 |
| Index | 227 |

# ACADEMIC CALENDAR

**Academic Calendar 1974-1975**

**First Semester**

| | |
|---|---|
| Registration for new students | Sunday, September 1 |
| Registration for returning students | Tuesday, September 3 |
| Convocation | Wednesday, September 4 |
| Classes begin | Thursday, September 5 |
| Fall recess begins | Friday, October 25 |
| Fall recess ends | Tuesday, October 29 |
| Thanksgiving recess begins | Wednesday, November 27 |
| Thanksgiving recess ends | Sunday, December 1 |
| Classes end | Tuesday, December 10 |
| Reading period begins | Wednesday, December 11 |
| Reading period ends | Sunday, December 15 |
| Examinations begin | Monday, December 16 |
| Examinations end | Saturday, December 21 |
| Christmas vacation begins | Saturday, December 21 |
| Christmas vacation ends | Sunday, January 5 |
| Winter break begins | Monday, January 6 |
| Winter break ends | Sunday, February 2 |

**Second Semester**

| | |
|---|---|
| Classes begin | Monday, February 3 |
| Spring vacation begins | Friday, March 21 |
| Spring vacation ends | Sunday, March 30 |
| Classes end | Friday, May 9 |
| Reading period begins | Saturday, May 10 |
| Reading period ends | Wednesday, May 14 |
| Examinations begin | Thursday, May 15 |
| Examinations end | Wednesday, May 21 |
| Commencement | Friday, May 30 |

## Correspondence

**President**
General interests of the College

**Dean of the College**
Academic policies and programs
Admission of graduate students

**Class Deans**
Individual students
Study abroad; students from abroad

**Director of Admission**
Admission of undergraduate students

**Financial Aid Officer**
Financial aid

**Student Services**
Residence; health services; counseling

**Bursar**
College fees

**Recorder**
Transcripts of records

**Director of Continuing Education**
Continuing education

**Dean of Academic Programs**
MIT cross-registration
Exchange programs

**Director of Career Services**
Employment of students and alumnae

**Vice President for Business Affairs**
Business matters

**Vice President for Resources**
Gifts and bequests

**Executive Director, Alumnae Association**
Alumnae interests

**College Information Services**
General College information

**Address**
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

## Visitors

Wellesley welcomes visitors to the College. The administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

# BOARD OF TRUSTEES

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**Kathie Ann Whipple**, B.A.
South Yarmouth, Massachusetts

**Barbara W. Newell**, Ph.D., ex officio
President of Wellesley College
Wellesley, Massachusetts

**Dorothy Dann Collins**, B.A., ex officio
President of the Wellesley College
Alumnae Association
Dallas, Texas

**Trustees Emeriti**

**The Hon. Charles C. Cabot**, LL.B.
Dover, Massachusetts

**The Rev. Palfrey Perkins**, D.D.
Boston, Massachusetts

**John R. Quarles**, J.D.
Wellesley, Massachusetts

# THE COLLEGE

Ada Howard
1875-1881

Alice Freeman Palmer
1881-1887

Helen Shafer
1887-1894

Julia Irvine
1894-1899

Caroline Hazard
1899-1910

Ellen Fitz Pendleton
1911-1936

Mildred McAfee Horton
1936-1949

Margaret Clapp
1949-1966

Ruth M. Adams
1966-1972

Barbara W. Newell
1972-

A student's years at Wellesley College are the beginning—not the end—of an education. It is an education characterized by sensitivity and knowledge, and by the mastery of intellectual skills and the growth of a discerning mind. Above all, its aim is the wisdom to use knowledge to enhance one's own life and to participate more effectively in the larger community.

Wellesley offers this education in an environment which takes women seriously as individuals, as scholars, and as leaders.

Although education at Wellesley will be 100 years old in 1975, it continues to reflect the goals of its founder, Henry Fowle Durant. He was an impassioned believer in equality for women, who saw education as the way women could prepare themselves for "great conflicts" and "vast reforms in social life." Wellesley College reaffirmed these early visions in 1971 when, after seriously considering coeducation, it elected to remain a college for women only.

Throughout the years, Wellesley has encouraged women to make unconventional choices, and it continues to encourage students to seek for themselves a range of options. As a result, many Wellesley women choose to major in such areas as economics, mathematics, and the sciences and subsequently enter careers in business, law, and medicine —all fields which have been long dominated by men.

This conscious effort to provide women with a full range of career and life choices is an integral part of Wellesley's rigorous and demanding academic experience.

High academic standards at Wellesley are combined with considerable flexibility of choice for the individual student. There are opportunities for independent study, individually designed majors, and research.

A primary concern in the Wellesley classroom is the development of analytical skills and clarity of expression; to this end, most instructors emphasize writing papers and reports. Classes are small, with the average size ranging from 22 to 25 students. Popular introductory courses which enroll more than 100 students include small discussion or conference sections. Upper level classes and seminars bring together 12 to 15 students and an instructor to pursue a common problem. The student-faculty ratio of 11 to 1 offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Wellesley's faculty—of whom 54 percent are women—bring to the College diverse academic and professional interests. They are scholars as well as poets, novelists, artists, musicians, scientists, political and economic analysts. A number live on or near the campus, and they take part in many aspects of College life.

Intellectual development at Wellesley is buttressed by outstanding resources and facilities. The Margaret Clapp Library has an extensive general collection containing original source material from special collections. In addition to the facilities of the main library, many departments have their own libraries. In the sciences, facilities include laboratories, greenhouses, an observatory, and special equipment such as controlled environment chambers, an electron microscope, and a laser beam spectrophotometer. Wellesley's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). A new Science Center, for which construction has already begun, will bring together all of the science departments, including mathematics and the computer center, in a contemporary setting where interdisciplinary studies can be fostered.

Students in the arts find excellent facilities in the Jewett Arts Center which has a teaching museum, libraries, practice rooms, studios, and an auditorium. Each year the Museum has several exhibitions of students' work, and Jewett is also used for students' concerts and recitals.

The Wellesley curriculum is extended through opportunities for cross-registration with the Massachusetts Institute of Technology, exchange programs, and study abroad.

MIT men and women come to Wellesley for such courses as psychology, economics, and art history. Wellesley women travel to MIT for such classes as urban planning, political science, and photography. Buses shuttle hourly along the 12 mile route between the two campuses.

The Twelve College Exchange Program each year brings men and women from other New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus.

Wellesley also offers opportunities for study abroad through the Slater and Waddell fellowship programs. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. Wellesley does not have its own junior year abroad program, but it does help students make arrangements for such study by direct enrollment in foreign universities or through application to such programs administered by other colleges.

One advantage of women's colleges is the opportunity for women to assume leadership in college organizations and activities. These options frequently are closed to women in coeducational institutions where extracurricular activities are dominated by male students.

Wellesley students serve on almost all major committees—including committees of the Board of Trustees, Academic Council, the Board of Admission, and the Commission on Community Life. In academic departments, they are voting members of curriculum and faculty search committees, and they also serve on committees which set policy for residential life and which govern Schneider College Center, the focus for much student and community activity on campus.

In 1918 students and faculty concluded an historic Agreement creating the College Government which allows for student control over most nonacademic aspects of their lives and for faculty supervision of academic matters. College Government officers are elected each spring by the students, and the president of College Government heads the student Senate which consists of students, faculty, and administrators but in which only student members have voting privileges.

Students are members of the Commission on Community Life, which has representatives from all College groups and reports to the president. The commission is concerned with relations and communications among the many segments of the campus community, and has also developed an affirmative action program which will insure diversity among employees.

Students also have numerous outlets for self-expression through involvement in such activities as theatre and musical groups, student publications, and sports.

Each week brings lectures, poetry readings, films, exhibitions, and performances in dance, theatre, and music. Visiting artists and lecturers frequently offer master classes for interested students; receptions and informal dinners provide further occasions for students to talk with distinguished men and women.

While Wellesley encourages the participation of its students in events and activities designed to heighten their awareness of the world around them, a student's inner development and her search for personal and spiritual values is also an important process. Over the past few years, there has been an increasing interest in ethical and religious issues and activities. The Office of the Chaplain sponsors special seminars and programs in which students can explore these issues as well as share with one another the celebration of religious holidays. The chaplaincy provides a religious program embracing many faiths, but also offers denominational programs for those who wish to participate.

The development of social responsibility and social responsiveness is an integral part of Wellesley's heritage that continues to this day. Students are encouraged to participate in the communities of Boston as well as in the Wellesley College community. Their activities range from tutoring with the MIT-Wellesley Upward Bound Program to internships in urban legal studies.

As an individual learns and grows, so, too, does a community. It explores and seeks alternatives, makes mistakes and begins anew. The past five years at Wellesley have witnessed marked changes in the curriculum and academic policies as well as in policies governing students' lives on campus. This change—and it is a continuing process—comes about through the efforts of individuals who influence and shape the College environment. The College, in turn, influences the lives of each member of its community.

In its desire to create the best possible education for women, Wellesley continues to seek solutions to problems faced by both women and men in a changing society. It is looking, too, at its own community, and is trying to make it a better place in which to work and to study and to grow. It is exploring new patterns of work, new ways for campus groups to communicate more effectively with one another, and new styles of residential life.

Each student who comes to Wellesley College joins a continuing community, for the support and involvement of the alumnae add an important dimension to the College's life.

One reason for Wellesley's leadership among colleges and universities in this country is the success of its many alumnae who have pioneered in all areas of life. Some have been outstanding scholars and researchers; others have been leaders in science, politics and women's rights; still others have made important contributions to their communities through volunteer work.

Whatever one's life choice and goal, a Wellesley education provides women with intellectual and personal growth which continues long after the college years.

# ADMISSION

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission also considers special interests and talents, as well as social and political concerns.

All aspects of the application are evaluated with care and sensitivity, and no one factor alone takes precedence over other factors. For example, College Board scores may be influenced by the student's previous experience with timed examinations, and these tests, of course, do not necessarily measure potential, and certainly not motivation or creativity.

The Board of Admission chooses students who will be able to perform academic work at the level required at Wellesley, and who have the potential to benefit from and contribute to the type of education offered at Wellesley. The Board of Admission uses criteria which will assure that admitted students will be able to meet the standards for graduation. These criteria also are sufficiently flexible to make certain that creativity, strong potential, and high motivation are given appropriate consideration.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

### General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Entering students normally have completed four years of college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are always exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

### The Application

Application forms may be obtained from the Board of Admission. A fee of $15 must accompany the formal application. This fee is not refunded if a candidate withdraws her application or is not admitted. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the College with the application for admission.

### The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of a local alumna interviewer.

### Campus Visit

Students who are seriously considering Wellesley will have a fuller understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus.

### College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registation form at school, or may obtain it by writing directly to CEEB, Box 592, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates.

The CEEB Code Number for Wellesley College is 3957.

### Dates of CEEB Tests

February 2, 1974
SAT only

April 6, 1974
SAT only

May 4, 1974
Achievement Tests only
(Last date to take Achievement Tests to qualify for consideration under the Early Decision Plan)

June 22, 1974
SAT only
(Last date to take SAT to qualify for consideration under the Early Decision Plan)

October 12, 1974
SAT only
(California and Texas only)

November 2, 1974
SAT only

November 23, 1974
Achievement Tests only
(Last date to take Achievement Tests to qualify for Early Evaluation)

December 7, 1974
SAT only
(Last date to take SAT to qualify for consideration under the April Decision Plan)

January 11, 1975
Achievement Tests only
(Last date to take Achievement Tests to qualify for consideration under the April Decision Plan)

### Admission Plans

1
**April Decision**
A candidate who uses the regular plan of admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. Results of tests taken after January arrive too late for consideration by the Board of Admission.

**Early Evaluation**
Candidates whose credentials are complete by January 1 will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

2
**Early Decision**
This plan is intended for students who decide early that Wellesley is the college they wish to attend and who agree to file no other college application until after receiving a decision from the Wellesley Board of Admission. The appropriate CEEB tests should be taken by the end of the junior year and candidates must apply and complete the Request for Early Decision form by October 15 of the senior year. All supporting credentials and an interview must be completed by November 1. Candidates will receive a decision from the Board of Admission by December 1.

3
**Early Admission**
The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the April Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. In all other respects they follow the regular procedures for the April Decision Plan.

**Deferred Entrance**
An admitted applicant who has notified the Board of Admission by May 1 of her intention to attend Wellesley may defer entrance to the freshman class for one year if she makes this request in writing to the Director of Admission by May 15.

### United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States.

### Foreign Students

The College welcomes applications from students in other countries who have excellent secondary school records and who have completed the equivalent of the entrance requirements for Americans. In some cases, credit toward the Wellesley degree is granted for successful completion of university matriculation examinations such as the baccalaureate or the advanced level examinations for the British General Certificate of Education. For-

eign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Students from Abroad*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

The Slater One-Year Fellowship Program is open to qualified foreign students currently enrolled in foreign universities who wish to expand their knowledge of American studies while preparing for a degree in their home universities. Preference is given to students from western Europe. Slater Fellows receive the full cost of tuition, room and board from the College. Application forms may be obtained by writing to the Office of Foreign Study.

### Admission of Transfer Students

Wellesley College accepts a limited number of transfer students from accredited four and two year colleges. They must offer excellent academic records at both the high school and college levels and strong recommendations from their deans and instructors. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester; transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application before February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. The notification dates are April 1 and January 1, respectively. The preliminary application form should be returned with a nonrefundable registration fee of $15, or a fee waiver request authorized by an official advisor; the rest of the application forms will be sent upon receipt of these two items.

The College will evaluate the transcripts of transfer applicants who have been offered admission, and will accept for credit only those courses which are comparable to the liberal arts curriculum at Wellesley. Transfer credit for studies completed in foreign countries will be granted only when the College recorder has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work (64 semester hours) at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note which disciplines are included in Groups A, B, and C as defined on p. 42 so that they can satisfy the distribution requirements for graduation.

Incoming junior transfer students may not take part in the Twelve College Exchange Program. All transfer students may elect to take courses through the cross-registration program with MIT after they have completed one semester of study at Wellesley. Candidates who have interrupted their education for more than five years may wish to consult the Office of Continuing Education.

### Graduate Students

Wellesley is primarily an undergraduate institution. The Departments of Art and Biological Sciences accept a limited number of candidates for the M.A. degree. (See Requirements for Degree of Master of Arts, p. 48.) Prospective candidates should apply directly to the chairman of the appropriate department. A nonrefundable application fee of $15 should accompany the completed application form.

# FINANCIAL INFORMATION

At Wellesley the fee represents approximately one-half of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

### Annual Fee

The comprehensive fee for the academic year 1974-75 is $4600. In addition, there is a student activity fee of $50. The breakdown is as follows:

| | *Resident* | *Nonresident* |
|---|---|---|
| Tuition | $3000 | $3000 |
| Room and board | 1600 | |
| Student activity fee | 50 | 50 |
| | $4650 | $3050 |

The College offers three plans of payment described on pp. 20-21.

### Student Activity Fee

The purpose of the student activity fee of $50 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. The fee is nonrefundable.

### Reservation Fee

A fee of $200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on July 1 for returning students. It is included in the annual fee of $4600 and cannot be refunded after the due date.

### General Deposit

A general deposit of $50 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

### Room Retainer Fee

Returning resident students must submit $100 to the bursar by March 1 to reserve a room for the following year. This $100 fee is applied against room and board charges for the following year and is not refundable after March 1.

### Special Fees and Expenses

These include, but are not limited to, the following:

An initial nonrefundable application fee: $15.

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 134.

A fee for each unit of work taken for credit in excess of five in any semester: $375.

A fee for each unit of work done independently during the summer: $50.

An automobile parking fee per semester: $40.

Fees for breakage of laboratory equipment and any other damage incurred by a student.

A fee for dormitory room key, if not returned: $5.

### Plans of Payment

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded.

Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others upon request. Although there are minor variations in the payment plans for April Decision and Early Decision students, the final due dates for each group are the same. The eight-payment plan is available *only* for a complete academic year.

### Payment for Students on Financial Aid

Except for the reservation fee, grants are usually applied equally by semester against all tuition, room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid officer.

### Medical Insurance

Information concerning student medical insurance is sent to all parents by the bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Insurance Plan (Blue Cross-Blue Shield), or to provide equivalent coverage. Full-time continuing education students are also required to have coverage; part-time continuing education students do not have privileges of the infirmary.

### Refund Regulations

1
Reservation payment and room retainer fee are not refundable after their due dates.
2
The official date of withdrawal is considered to be the date on which the student and the class dean acknowledge the decision to withdraw to be final, and the class dean signs the withdrawal card.
3
In the event of withdrawal of a student on financial aid, the proceeds of all refunds will be applied proportionately to the sources from which payment was made.
4
There is no refund made to a student who leaves the College without the written approval of the class dean.

| Standard Plan | Resident Amount | Nonresident Amount | Early Decision Due | April Decision Due | Returning Students Due |
|---|---|---|---|---|---|
| Reservation fee | $ 200 | $ 200 | Feb. 1 | May 1 | July 1 |
| General deposit for entering students | 50 | 50 | Feb. 1 | May 1 | |
| Room retainer fee for returning students | 100 | | | | March 1 |
| First semester fee for entering students | 2125 | 1325 | Sept. 1 | Sept. 1 | |
| First semester fee for returning students | 2025 | 1325 | | | Sept. 1 |
| Second semester fee | 2325 | 1525 | Jan. 15 | Jan. 15 | Jan. 15 |

The College will accept payments made through any bank or trust company or recognized financing agency which will forward payments in accordance with the Standard Plan.

| Annual Payment Plan | Resident Amount | Nonresident Amount | Early Decision Due | April Decision Due | Returning Students Due |
|---|---|---|---|---|---|
| Reservation fee | $ 200 | $ 200 | Feb. 1 | May 1 | July 1 |
| General deposit for entering students | 50 | 50 | Feb. 1 | May 1 | |
| Room retainer fee for returning students | 100 | | | | March 1 |
| Balance for entering students | 4450 | 2850 | Sept. 1 | Sept. 1 | |
| Balance for returning students | 4350 | 2850 | | | Sept. 1 |

| Eight-Payment Plan* | Resident<br>Amount | Nonresident<br>Amount | Early Decision<br>Due | April Decision<br>Due | Returning Students<br>Due |
|---|---|---|---|---|---|
| Reservation fee | $ 200 | $ 200 | Feb. 1 | May 1 | July 1 |
| General deposit for entering students | 50 | 50 | Feb. 1 | May 1 | |
| Room retainer fee for returning students | 100 | | | | March 1 |
| Eight equal payments on the first day of each month for entering students | 4470 | 2870 | July 1 through Feb. 1 | July 1 through Feb. 1 | |
| Eight equal payments on the first day of each month for returning students | 4370 | 2870 | | | July 1 through Feb. 1 |

*This plan includes a $20 service charge.

### Refund Schedule

Prior to the first day of class, tuition, room and board fees are 100 percent refundable. Not included are the reservation fee and the room retainer fee.

After classes begin, tuition is refunded at the rate of 75 percent from the first through the 14th calendar day and 50 percent from the 15th through the 35th calendar day. There is no tuition refund after the 35th calendar day.

After classes begin, there is no refund for the room charge.

Board rebate is computed at the rate of $13 per week for each remaining *full* academic week of the semester, calculated from the week after the withdrawal or exclusion date.

### General Expenses

It is estimated that $600 for the year will cover a student's general expenses including books and supplies, incidental fees, clothing, recreation and entertainment, laundry and dry cleaning, and local transportation, excluding trips to and from home for the year. For the foreign student coming from abroad this figure is estimated at $800.

### Graduate Student Fees

The basic fee for a graduate student is $375 per semester course, payable by September 1 for the fall semester and by January 15 for the spring semester.

### Continuing Education Fees

The basic fee for a continuing education student is $375 per semester course, payable by September 1 for the fall semester and by January 15 for the spring semester. Continuing education applicants pay the same $15 fee as all other students. There is also a registration fee of $25, payable when the student is accepted.

A continuing education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: tuition will be refunded completely through the 21st calendar day of the semester. One-half of the tuition will be refunded if withdrawal is between the 22nd and 35th calendar day of the semester. There will be no refund after the 35th calendar day of the semester.

The Wellesley College program of financial aid for students is intended to open educational opportunity to able students of diverse backgrounds regardless of their financial circumstances. No student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Committee on Financial Aid consider applications for aid. Over 35 percent of Wellesley students receive some financial aid from Wellesley funds.

The Wellesley College Students' Aid Society, which sponsors loans, also offers personal assistance through loans of books and other items, gifts of clothing, and loans of small amounts of money for incidental expenses and special emergencies.

Financial aid is given only to students who require assistance in order to attend. Awards vary in size according to individual need and may equal or exceed the comprehensive College fee. Although awards are generally granted for one year at a time, the College expects to continue aid as needed throughout the four years for all financial aid students who continue to have need and whose college records are satisfactory. Most awards consist of a package of a grant and a loan, plus work.

In addition to College funds, federal monies also have been available in the past for grants, loans, and certain work-study programs. It is expected that similar funding will continue. In general, qualification for these federally sponsored programs has depended upon family income.

The need for financial help sometimes exceeds the amount of resources Wellesley has available in any given year. Therefore, students should, whenever possible, seek grants and/or loans through local, state, or federal programs, from educational foundations, and other private sources.

Wellesley College offers ten Town Scholarships to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in Wellesley. If these students live at home the scholarship is in the form of a full tuition grant. If these students choose to live on campus the amount of the scholarship is based on financial need and is determined by the same need criteria which apply to all other financial aid applicants.

The College expects students to contribute as much as possible to their own expenses through summer and term-time earnings. Academic-year campus jobs ordinarily involve five hours of work per week and enable students to earn approximately $300 a year. In addition, the Career Services Office is often able to arrange for additional paid work during the academic year and summer.

Further information on financial aid at Wellesley is contained in the brochure *Opportunities for Financial Aid* which may be obtained by writing to the Financial Aid Officer, Wellesley College, Wellesley, Massachusetts 02181.

### Application for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Parents' Confidential Statement of the College Scholarship Service, and a certified copy of the latest federal income tax return.

#### Application

The Wellesley College Application for Financial Aid will be sent to candidates who indicated that they would like to apply for financial aid on the application for admission. It should be returned to the financial aid officer, Wellesley College, by October 15 from Early Decision applicants and by February 1 from all other applicants.

#### Parents' Confidential Statement

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60204; or Box 1025, Berkeley, California 94701. A copy can also be provided by the financial aid officer if specifically requested by an applicant. The Parents' Confidential Statement should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The statement must be filed with the Wellesley College financial aid officer by October 15 from Early Decision applicants; February 1 from April Decision applicants; February 15 from fall semester transfer applicants; and November 30 from spring semester transfer applicants.

#### Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are expected to submit a certified copy of their latest federal income tax return by July 1. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent. Financial aid awards are not final until the IRS form is submitted.

## Fellowships and Graduate Scholarships

A number of fellowships and graduate scholarships are open to undergraduates, graduating seniors, and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. In general, awards are made to applicants who plan full-time graduate study.

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships and Scholarships, Office of Financial Aid, Wellesley College.

Applications and supporting credentials for fellowships are due by January 15, except where noted.

### For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae, graduating seniors, and undergraduates are listed below. Each is awarded annually unless specified otherwise.

*Anne Louise Barrett Fellowship*, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Renewable.
Stipend: $2500

*DuPont Graduate Fellowship in Science and Engineering* for graduate study in the biological sciences, chemistry, engineering, and physics. Mathematics and medicine are not included. Awarded annually to a senior. Applications are due December 5.
Stipend: $10,000

*Professor Elizabeth F. Fisher Fellowship* for research or further study in geology or geography, including urban, environmental or ecological studies. Awarded in alternate years. Offered in 1974-75 for 1975-76.
Stipend: $1000

*Horton-Hallowell Fellowship* for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.
Stipend: $3500

*Edna V. Moffett Fellowship* for a young alumna, preferably for a first year of graduate study in history. Awarded in alternate years. Offered in 1974-75 for 1975-76.
Stipend: $2500

*Vida Dutton Scudder Fellowship* for study in the field of social science, political science, or literature. Awarded in alternate years. To be offered in 1975-76 for the year 1976-77.
Stipend: $3000

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Renewable.
Stipend: $3300

*Trustee Scholarships* are awarded on a competitive basis to four seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not required by them, to alternates who need financial assistance. All applications and credentials are due by January 15. Recipients share the total annual stipend.
Stipend: $6000

*Fanny Bullock Workman Scholarship* for graduate study in any field.
Stipend: $3000

*Mary Elvira Stevens Traveling Fellowship* for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 15.
Stipend: $7000

*Peggy Howard Grants in Economics* for study by women who intend to become professional economists. Available to both undergraduate and graduate students. Funds vary in amount, and can be used to cover costs of graduate study or for special projects. Applications and awards are made through the Department of Economics.

**For Graduates of Other Institutions**
**Fellowships, Scholarships, and Assistantships**

Some graduate fellowships and scholarships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any college, including Wellesley.

Assistantships which provide stipends are available for candidates for the M.A. degree in biological sciences at Wellesley.

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure.
Stipend: $3500

*M. A. Cartland Shackford Medical Scholarship* for the study of medicine with a view to general practice, not psychiatry. Renewable.
Stipend: $3500

*Harriet A. Shaw Scholarship* for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates. Awarded in alternate years. To be offered in 1975-76 for the year 1976-77.
Stipend: $3000

# STUDENT LIFE

From Route 9 (New York)
Weston Road
Penn Central
Hathaway House Bookshop
Central Street
135
Church Street
Cross Street
Upham Street
Abbott Street
Fiske
Child Study Center
Weston Terrace
Faculty Houses
Weston Road
Crofton
Norfolk Terrace
Ridgeway
Lonewell Road
Faculty Houses
Rollins Lot
Leighton Road
Washington Street
Horton
Hellowell
Faculty Houses
Shepard
Cedar Lodge
Upland Road
Dover Road
East Lodge
Homestead
16
Entrance
Golf Course
Golf House
to Faculty Houses
Service Drive
Wellesley College Club
Parking
President's House
Tupelo Point
Lake Waban
TZE
ΦE
ZA
Slater International Center
Acorns
Harambee House
Longfellow Pond
Library
Schneider College Center
Billings
Tennis Courts
Houghton Chapel
Parking
Stone
Davis
College Road
Oakwoods
Dower
Parking
Orchard
Freeman
McAfee
Bates
Simpson Infirmary
Grey House
Parking
Greenhouses
Sage
Viverium
Hunnewell Arboretum
Whitin Observatory
Alexandra Botanic Garden
Paramecium Pond
Munger
Pomeroy
Cazenove
Entrance
Penn Central
to Natick
135
Central Street
135
West Lodge
Hemenway Gymnasium
Recreation Building
Parking
Beebe
Shafer
Alumnae Hall
Maintenance Buildings
Hockey Fields
Tennis Courts
Hay Amphitheatre
Parking
College Road
Pendleton
Academic Quad
Green Hall
Jewett Arts Center
Parking
Shakespeare
Crawford House
Tower Court
Boat House
Lake House
Claflin
Severance
Founders
Tennis Courts

Intellectual growth is only part of the journey toward the full realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, sensitivity, and leadership abilities through participation in student organizations and college governance.

Many student groups reflect ethnic as well as social, political, and religious interests. Some of these organizations are Mezcla, an association of Chicana, American Indian, and Spanish students; Ethos, an organization of Black students; the Wellesley Women's Committee, a group of students, faculty, and staff interested in feminist issues; the Married Students Union, a new group which is seeking programs serving their special needs. A number of religious groups such as the Newman Club, the Wellesley Christian Fellowship, and the Wellesley Jewish Students offer many programs throughout the year. Other groups such as Archaeologists Anonymous and Club Français plan activities around academic interests.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *We*, a literary publication; and *Muse*, a newsletter of the Wellesley Women's Committee. WBS, the College radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. Some students compete on crew and tennis teams as well as in field hockey, basketball, squash, sailing, swimming, and water polo. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The recreation building, which has a heated swimming pool, also has facilities for badminton, volley ball, squash, gymnastics, exercise, and dance. Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience, and many musical and theatrical groups have been formed. The College Choir, The Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonneurs Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience. In addition to the productions of these groups, the Departments of Greek and Latin offer plays in the original text.

Life at Wellesley also includes a number of traditional social events. Winter Weekend, Sophomore Parents Weekend, and Spring Weekend are supplemented by frequent informal parties. A weekly celebration, TSIF (Thank Schneider It's Friday), has a growing number of enthusiasts among faculty members and employees as well as students who come to Schneider College Center late Friday afternoons for beer and/or wine and ragtime piano.

Schneider Center, which also has a coffee house and conference rooms, is the location for much community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Throughout the year, Harambee sponsors such events as lectures and dance performances, many in conjunction with the Black studies department.

On weekends, many students move back and forth between the campus and activities in Cambridge and Boston. The student Senate provides buses on weekends to and from Harvard Square, opening up many opportunities for exploring urban life.

### Residence Halls

Although some students live off campus, most live in one of Wellesley's 13 residence halls which are the focus of much campus life. Each is a community within the larger Wellesley community, and each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates at meals and in students' rooms. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence experience is also likely to include lectures, guest artists-in-residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday afternoon tea—an informal occasion which continues to attract many students.

Members of all four classes live in each hall. Each residence hall also has a professional head of house, with the exception of Stone-Davis, which will have an all-student staff on an experimental basis for 1974-75. The head of house serves as an advisor and counselor to individuals and groups in the residence halls and as a liaison to the College community.

Students in each residence hall elect a House Council which administers the day-to-day details of living. The social committee in each hall plans parties and other events throughout the year. Each residence also elects a representative to the Senate, and it is this person's job to consult with members of her residence hall on campus-wide issues and to convey the feelings of her hall to the student government.

A residential policy committee has been reviewing many aspects of residential life and hopes to develop ways to involve students in all areas of residential policy making. The Residence Office has been working to expand the guest-in-residence program, and to increase the number of academic, cultural, and social events in the residence halls.

Each of the residence halls contains single rooms, double rooms, and some suites. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence license upon assignment of a room. Each hall has spacious living rooms and smaller common rooms. All but two have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

### Counseling Resources

The College has a number of professionally trained staff members who are available for consultation on academic or personal matters. The class deans, who generally follow a class throughout the four years, have major responsibility for advising students on academic matters. Questions about choosing a major, or difficulties in adjusting to a program, are discussed with the class deans. Special tutoring and programs in reading and study skills are arranged through the class deans also.

It is most unusual for a student not to feel the need, some time during her college years, to talk over personal concerns with people other than friends and roommates. A counseling center is staffed by a clinical psychologist and a human relations consultant. Although the atmosphere is open and informal, **complete confidentiality is maintained by the office at all times.**

The staff of the College Health Services includes psychiatrists and other specialists available for crisis counseling and special help. Long-term psychotherapy is not provided at the College, but the resources for such treatment are available in the surrounding area.

Other resources include the professional staff in the residence halls, the chaplain and his assistants, and faculty members.

### Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students. Wellesley students may also major in religion and biblical studies, or take elective courses in these fields. Attendance at all worship services is voluntary.

The College chaplain and other advisors representing several religious traditions are available to all students for religious guidance. The chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel, at which many distinguished men and women are invited to speak during the year. The activities of various religious groups on campus as well as programs sponsored by the chaplaincy are open to all.

Temples, churches, and other religious organizations representing a great variety of ways of worship are available locally and in the greater Boston area.

### College Health Services

The services of the College physicians, psychiatrists, and nurses are available to regular full-time students at Simpson Infirmary, which includes a 29-bed hospital and an outpatient clinic. Part-time continuing education students are eligible for Health Services facilities only by special arrangement. Minimal fees are charged for certain services such as laboratory tests or special treatments such as physiotherapy. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the Wellesley medical staff serve on a student-staff health committee. This committee works on ways to expand the use of the health services and arranges special programs of information and discussion on subjects such as drugs, sex, and marriage.

The confidentiality of the doctor-patient relationship is the foundation upon which the success of the health services is based. **College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the consent of the student.** Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

There is a charge for inpatient care which is usually covered by health insurance. Students are required to enroll in the College Health Insurance plan unless they have equivalent coverage.

### Jobs on and off Campus

A student interested in employment may register at the Career Services Office. This office assists students in obtaining summer employment as well as part-time work during the academic year. There are many opportunities for students to find part-time employment at the College and in the Town of Wellesley. The Career Services Office is the clearinghouse for employment of students. Opportunities on campus include office work in academic and administrative departments, in Schneider College Center, and work in small businesses run by students. Off campus, students have worked in offices, stores, and restaurants. A large number of local families employ students for child care and for other varieties of household work.

Students are assisted in making plans for the future, either for employment or further study. Students may consult with the career services counselors about their interests and plans. Assistance is provided in many ways. The office maintains a library of vocational literature on current positions and future career possibilities; holds lectures and discussions for students on various occupations; supplies information about graduate courses, apprenticeships, graduate scholarships and assistantships, as well as job opportunities; and schedules interviews for seniors with employer and graduate school representatives who recruit at the College.

All alumnae may continue to use the services of this office for information and help to find employment or in planning further study.

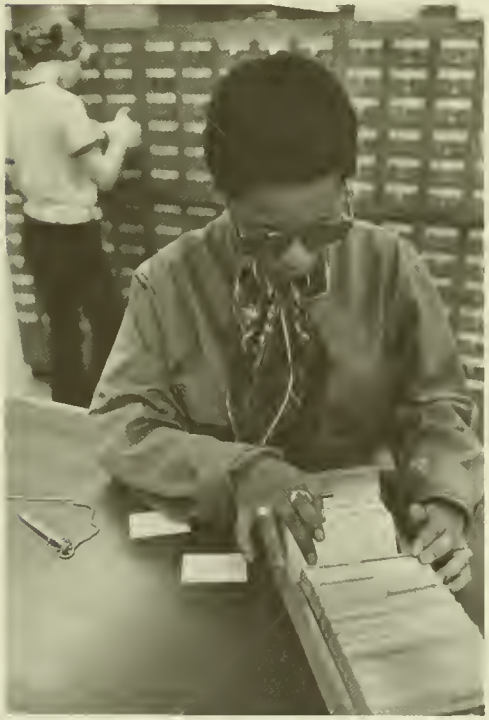
### Summers

The long summer vacation gives students ample time for work, travel, or study.

The Career Services Office has information on summer opportunities. Counseling and advice are offered to students on the various possibilities available to match their interests and abilities.

Summer internships and other opportunities sponsored by the College are described on pp. 45-46.

## Academic Summary



| | Resident | Non-resident | Class Totals | Totals |
|---|---|---|---|---|
| Candidates for the B.A. Degree | | | | 1799 |
| Seniors | 392 | 52 | 444 | |
| Juniors | 317 | 24 | 341 | |
| Sophomores | 502 | 12 | 514 | |
| Freshmen | 494 | 6 | 500 | |
| Candidates for the M.A. Degree | | 12 | | 12 |
| Continuing Education Students | | 99 | | 99 |
| Nondegree Candidates | 51 | 2 | | 53 |
| Total Registration | September 1973 | | | 1,963 |

## Geographic Distribution of Students in 1973-74

### Students from the United States

| | |
|---|---|
| Alabama | 6 |
| Arizona | 7 |
| Arkansas | 3 |
| California | 70 |
| Colorado | 13 |
| Connecticut | 132 |
| Delaware | 7 |
| District of Columbia | 20 |
| Florida | 36 |
| Georgia | 21 |
| Hawaii | 7 |
| Idaho | 4 |
| Illinois | 67 |
| Indiana | 9 |
| Iowa | 10 |
| Kansas | 8 |
| Kentucky | 7 |
| Louisiana | 9 |
| Maine | 27 |
| Maryland | 63 |
| Massachusetts | 343 |
| Michigan | 19 |
| Minnesota | 9 |
| Mississippi | 5 |
| Missouri | 24 |
| Montana | 5 |
| Nebraska | 3 |
| New Hampshire | 31 |
| New Jersey | 119 |
| New Mexico | 5 |
| New York | 298 |
| North Carolina | 24 |
| North Dakota | 1 |
| Ohio | 80 |
| Oklahoma | 1 |
| Oregon | 7 |
| Pennsylvania | 79 |
| Rhode Island | 23 |
| South Carolina | 2 |
| South Dakota | 2 |
| Tennessee | 8 |
| Texas | 47 |
| Utah | 1 |
| Vermont | 9 |
| Virginia | 42 |
| Washington | 9 |
| West Virginia | 2 |
| Wisconsin | 16 |
| Wyoming | 1 |
| Total | 1,741 |

### Students from Other Countries

| | Foreign Citizens | U.S. Citizens Living Abroad |
|---|---|---|
| Afghanistan | | 1 |
| Bangladesh | 1 | |
| Burma | 1 | |
| Canada | 5 | 2 |
| China, Rep. of | 4 | |
| Colombia | 2 | |
| Costa Rica | | 1 |
| England | 8 | 1 |
| Ethiopia | 1 | |
| Finland | 1 | |
| France | 3 | 5 |
| Germany | 1 | |
| Greece | 4 | |
| Holland | 2 | |
| Hong Kong | 6 | |
| Iceland | | 2 |
| India | 3 | |
| Iran | 3 | |
| Italy | 2 | |
| Jamaica | | 1 |
| Japan | 1 | 1 |
| Korea | 1 | |
| Lebanon | | 1 |
| Malaysia | 8 | |
| Mexico | 2 | 1 |
| Netherlands/Antilles | 1 | |
| Nicaragua | 1 | |
| Nigeria | 2 | |
| Panama | 1 | |
| Paraguay | 1 | 1 |
| Philippines | 2 | 1 |
| Puerto Rico | | 5 |
| Singapore | 2 | |
| Somalia | 1 | |
| South Vietnam | 1 | |
| Surinam | 1 | |
| Sweden | 1 | |
| Switzerland | | 4 |
| Thailand | 3 | |
| Togo (Africa) | | 1 |
| Turkey | 2 | |
| Uruguay | 1 | |
| Venezuela | 3 | 1 |
| Total | 82 | 29 |

# THE CAMPUS

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary.

The focal point of the campus is the Galen Stone Tower, named for its donor. The tower rises 182 feet from Green Hall, the administration building, and contains a 30-bell carillon. It is an excellent vantage point from which to view Wellesley's campus and beyond.

### Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities, social sciences, and mathematics are taught in Founders. Pendleton contains the laboratories, lecture rooms, libraries, and offices of the departments of chemistry, physics, and psychology. Extensive equipment and facilities provide opportunities for advanced work in these areas.

### Sage Hall

Located on the northeast side of the campus is Sage Hall, which houses the biological sciences and geology departments. The building has laboratories, lecture rooms, a library, aquarium, teaching museum, and an extensive map collection for geography. Special equipment includes an electron microscope, a laser beam spectrophotometer, a radioisotope laboratory, and an ultra centrifuge.

### Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

### Observatory

The Whitin Observatory contains laboratories, classrooms, darkrooms, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

### Science Center

The construction of a new building is under way which, together with Sage Hall, will form the new Wellesley College Science Center. This complex will house the departments of astronomy, biological sciences, geology, mathematics, physics, and psychology.

### Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhauser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The teaching collection of the museum includes choice examples of classical and medieval sculpture, prints and drawings by old masters, and contemporary art. Although used primarily for teaching and museum training, it is also open to the public, and during the academic year many exhibitions are offered.

The art wing contains studios, classrooms, an extensive library, and offices of the art department and museum. The music and drama wing contains the music library, listening rooms, practice studios, and classrooms and offices of the music department. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

### Margaret Clapp Library

The Margaret Clapp Library, erected in 1910 and first enlarged in 1916, was the gift of Andrew Carnegie. A wing was added in 1957, and current constructions will nearly double its size.

The library's collection exceeds 500,000 volumes. Subscriptions to periodicals number over 2,000. Special collections, such as the English Poetry Collection, contain letters, manuscripts, and rare books of distinction.

The language laboratory and listening units for the collection of spoken and dramatic recordings are part of the library. Special meetings, lectures, and discussions may be held in the Pope Room.

### Child Study Center

Wellesley College opened the Child Study Center in the fall of 1969 under the direction of the psychology department. It is located in the Anne L. Page Memorial Building, used for many years to house the College nursery school. The Center is designed for Wellesley undergraduates to study the learning processes of young children.

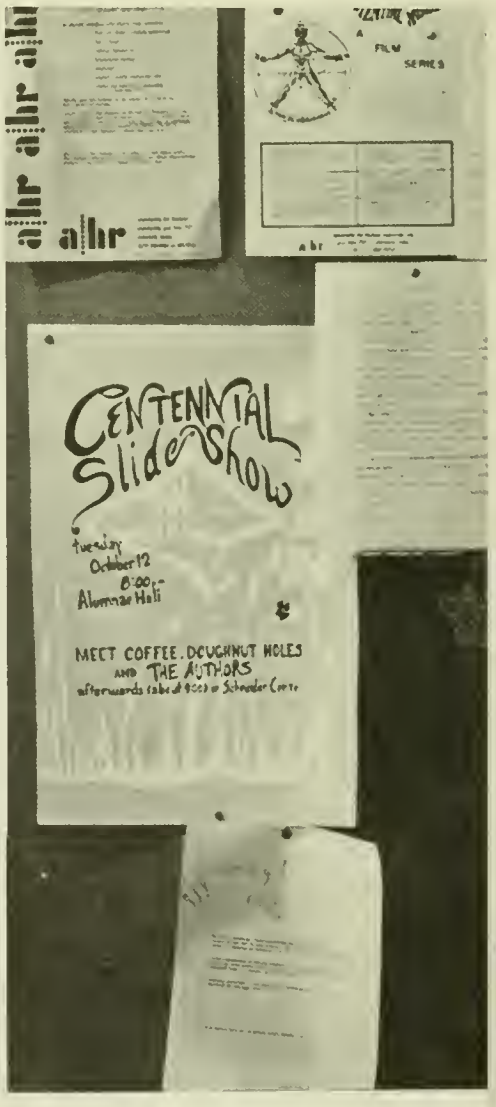
## Residence Halls

Each residence, its student capacity and location, is listed below:

| | | |
|---|---|---|
| Munger | 130 students | Northwest |
| Beebe | 125 students | |
| Cazenove | 135 students | |
| Pomeroy | 135 students | |
| Shafer | 130 students | |
| Tower Court | 250 students | West |
| Claflin | 125 students | |
| Severance | 150 students | |
| Stone | 115 students | Southeast |
| Davis | 115 students | |
| Bates | 130 students | Northeast |
| Freeman | 130 students | |
| McAfee | 135 students | |

## Physical Education Facilities

Classes for all indoor sports and for modern dance are conducted in Mary Hemenway Hall, which houses the offices of the physical education department, and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, and a swimming pool. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 16 tennis courts, and hockey and lacrosse fields.



### Alumnae Hall

The largest auditorium on the campus, seating 1500 people, is in Alumnae Hall. It also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WBS. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

### Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1200 people, is a setting for lectures and community meetings as well as religious services.

### Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its newly remodeled facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the director of student services, the director of residence, and the chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

### Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. It contains rooms for seminars, meetings, and social gatherings as well as facilities for cooking and entertaining.

### Slater International Center

Slater International Center is an informal meeting place for foreign and United States students and faculty. It serves as the center for campus organizations which have an interest in international affairs, and for seminars and speakers on international topics. It has rooms for large and small gatherings, a library, and facilities for cooking and entertaining.

### Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

## Other Campus Facilities

### Green Hall

The offices of the president, the Board of Admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

### Infirmary

The Simpson Infirmary, a 29-bed hospital and outpatient clinic, was built in 1942. It is connected to the original infirmary (1881), which is now used for staff housing.

### President's House

The President's House, formerly the country estate of Wellesley's founders, the Durants, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

### Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members and guests for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

# ACADEMIC PROGRAM

The curriculum provides a framework within which students are invited to explore various fields in the arts and sciences. In developing the curriculum, the faculty has tried to present diverse offerings among which students will gradually perceive interrelationships. Through study of different disciplines and bodies of knowledge, students perceive the coherent unity among diversity which is traditionally termed a liberal arts education. When students decide on an area of concentration they then elect courses in other fields to provide complementary or contrasting experiences. These, together with the major, enable students to achieve a broad liberal arts education.

By the time the Bachelor of Arts degree is earned, the student should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly growth and responsible participation in society. In the major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

### Requirements for Degree of Bachelor of Arts

Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-380 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III.

### Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To insure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they choose three semester courses in each of three general areas during the four year period. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.)

The three groups of academic disciplines are:

#### Group A

**Literature, Foreign Languages, Art, and Music**
Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Russian, Spanish; or from extradepartmental literature courses.

#### Group B

**Social Science, Religion and Biblical Studies, and Philosophy**
One or two units chosen from courses in the Departments of History, Philosophy, Religion and Biblical Studies
and
One or two units chosen from courses in the Departments of Economics, Political Science, Psychology, Sociology and Anthropology.

#### Group C

**Science and Mathematics**
Three units, at least one of which shall be a course with laboratory, chosen from offerings in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics, or one of the extradepartmental courses in history of science.

### Foreign Language Requirements

Before the beginning of the senior year students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill the requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires scores of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the class dean and the Academic Review Board.

### Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 144 for which no academic credit is given.

### The Major

Students may choose majors offered by 24 departments, four interdepartmental majors—classical civilization, classical and Near Eastern archaeology, East Asian studies, and molecular biology—or they may devise an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major, and no more than 14 in any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. This plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their study upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies are American studies, Latin American studies, Russian studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore year each student elects a major field and prepares for the recorder a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the recorder not later than the second semester of the junior year.

### Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class dean for assistance in making special arrangements for their studies.

Students are expected to maintain at least a C average throughout the college career. At the end of each semester each student's record is reviewed, and appointments with the class dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

### Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the recorder and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned this fact does not appear on the student's permanent record.

### Examinations

An examination period occurs at the end of each semester. Within this period students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit towards the degree for work done independently in the summer should consult the appropriate department and the class dean, and should apply to the recorder at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

### Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for the Latin 4 examination; one unit of credit will be given in the Mathematics AB examination; one unit of credit for a score of 3 in the Mathematics BC examination. Not more than two units are credited in any one department.

### Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations; courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Two units may be earned in summer school and two units for summer independent work. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

### Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units for graduation. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the class dean and the chairman of the department concerned. (See Examinations.) In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

### Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements earlier.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

Normally, a plan to accelerate must include eight units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1
Advanced Placement credit;

2
A maximum of two units earned in summer school;

3
A maximum of two units earned through independent study during the summer and validated at Wellesley; and

4
College or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain a C average at all times.

### Research or Individual Study

Each academic department provides the opportunity for certain students to undertake a program of individual study directed by a member of the faculty. Under this program an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

### Freshman-Sophomore Colloquia

These colloquia give students the chance to work closely in small groups with individual faculty members. They are designed to provide the sort of educational experience which previously was enjoyed only by advanced students. They are similar to the seminars in that they stress independent work, discussion, and oral and written presentations.

### Cross-Registration Program with the Massachusetts Institute of Technology

A program of cross-registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity of each institution.

A Wellesley student interested in exploring the possibilities of electing a specific course at MIT should consult the exchange coordinator, the department advisor, or the appropriate exchange program faculty advisor. Since the number of participants in the exchange is limited, upperclass students are given first preference.

### The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Students in good standing may apply through the exchange coordinator for a semester or full academic year in residence at any of the member institutions. Admission is competitive, and preference is given to students planning to participate in their junior year.

### The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. The Wellesley Slater Junior Year Abroad fellowships are available to juniors who have been accepted for programs approved by the Foreign Study Committee. Some financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from both funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities.

### Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. The program runs for ten weeks during which time interns hold full-time jobs and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the learning experience to be afforded. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Boston or Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

The Internship Program in Economics, founded at Wellesley by the National Association of Business Economists, places qualified economics majors in salaried positions in private or public agencies in all parts of the country during the summer following the junior year. Students in this program carry out applied economic research under the direction of senior economists.

### Community Involvement

Wellesley students can become involved in the greater Boston community in a variety of ways. Some of Wellesley's students choose to work in Roxbury or other communities where they can participate in legal aid, tutoring, and health services, or church work. A number of Wellesley students work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many other reasons besides the possibility of earning academic credit.

### Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of an academic department and their class dean. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to two units, and is not automatic. Students should consult their class deans and appropriate departments before enrolling in summer school courses for which they expect credit toward the Wellesley degree.

### Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Slater Summer Fellowships to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Fellowships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Slater or a Waddell Fellowship requires the support of the student's major department and a statement from the financial aid officer showing what funds are needed to supplement the student's financial resources.

### Academic Distinctions

#### Honors in the Major Field

Students who have shown marked excellence and an unusual degree of independence in their work in the major field may receive the Bachelor of Arts degree with Honors in the Major Field. Eligibility for the program is based on the student's record in the major field. Under this program an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the Major Field.

#### Other Academic Distinctions

The College names to Freshman Honors those students who maintain high academic standing during the freshman year. Juniors and seniors whose records after the freshman year are at the level of Wellesley College Scholars and Durant Scholars may also receive these designations. Final honors, conferred at Commencement, are based on academic records after the freshman year and include the title Wellesley College Scholar for high academic standing and Durant Scholar for highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award to four seniors who intend to pursue graduate studies the title of Trustee Scholar. The awards are made on a competitive basis. The title is honorary; in cases of financial need stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships and Scholarships by January 15.

Certain prizes have been established at the College for the recognition of merit in a particular field. Each carries a small stipend or gift and usually bears the name of the donor or the person honored, and is awarded for excellence by the departments.

### Leave of Absence

Recognizing that it is to the educational advantage of many students to interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester and as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the class dean at any time after a student has completed at least one year at Wellesley.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. Students must also submit a statement signed by the dean or registrar of the other institution recognizing their status as nonmatriculated students who will return to Wellesley to complete their work for the degree.

### Withdrawal

Students who plan to withdraw must inform the class dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is considered to be the date upon which the student and the class dean agree and on which the withdrawal card is signed by the class dean. Students who have officially withdrawn from the College or have taken an official leave of absence for the current semester cannot remain in residence on campus. The withdrawal date is important in order to compute costs and possible refunds. For regulations concerning refunds, see p. 22.

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, or for whom Wellesley may not have been the best choice. In such cases of involuntary withdrawal, which are rare, the official date of withdrawal is determined by the College.

### Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Studies for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

### Career Preparation

A liberal arts education does not prepare a student for a specific career. It is intended to provide that broad background upon which a student depends in indescribable ways throughout a lifetime. The Wellesley curriculum provides a student with the opportunity to explore various fields of knowledge and to secure in-depth preparation in a specific major field. The student then can either begin a career or pursue further study in graduate school for more specialized professional work.

During the undergraduate years a student may meet the requirements for the degree of Bachelor of Arts and at the same time prepare to enter professional schools, for example, architecture, law, medicine, public health, social service, education. A sound education in the liberal arts is considered the best preparation for admission to most professional schools, but a student who is interested in any one of the professions should consult the class dean to plan a particular emphasis in the undergraduate program.

Information about many professions is maintained in the resources center in the Career Services Office. Students will find information about qualifying examinations, and catalogues containing the prerequisites for admission to a great number of professional schools.

For those students considering employment after graduation, the Career Services Office maintains files on the job opportunities in various business, health, educational, and social organizations. In addition, a full recruiter schedule, job referral notices, and individual counseling sessions aid students in their job search.

### Teaching in Secondary School

Some teaching positions in public as well as in private schools are open to college graduates without further study. Students who complete the course in supervised teaching and three other units of study in education and two in psychology are able to fulfill the minimum requirements for a teaching license in many states.

Qualification for supervised teaching necessitates that all requirements for distribution and the major (with the possible exception of one unit of independent study) be completed in three and one-half years. With or without credit for Advanced Placement and summer study, careful planning permits easy scheduling to this effect.

A student who intends to teach should consult the chairman of the department of education about requirements for certification and ways of preparing to meet them as soon as possible.

### College Teaching and Research

A student who wishes to enter college teaching and research will find that the undergraduate work of the College provides preparation for graduate study leading to advanced degrees in the arts and sciences. The chairman of the major department or of the department in which a student hopes to pursue graduate study should be consulted as soon as possible to learn which courses in the field of special interest and which foreign languages will be most useful. It should be noted that for graduate study in many fields a reading knowledge of two specified foreign languages is required. The student will find the class dean, the faculty advisor, the chairmen of departments, and the staff of the Career Services Office helpful in locating information about graduate schools.

### Civil Service

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult the Career Services Office about current requirements.

### The Health Professions

In general, the minimum requirements for admission to recognized medical schools, dental schools, and other graduate schools in the health professions can be met by 4 units in chemistry, 2 units in physics, 2 units in biology, and 2 units in English. Some medical schools require 2 units in mathematics, and some also advise study in the behavioral sciences. Because there is some variation in minimum requirements, students should consult the most recent editions of *Medical School Admissions Requirements* and *Admission Requirements of American Dental Schools*. Current editions are available in the Career Services Office.

Most students planning to study medicine or dentistry elect premedical sciences in the freshman year. Although many students then choose to major in one of these sciences, all medical and dental schools recognize the importance of a liberal arts education as preparation for a medical career and accept qualified applicants regardless of their major. Provided they fulfill the minimum requirements for admission, premedical and predental students are free to major in the field which interests them the most. For other areas in the health professions, a major in one of the sciences or social sciences may be advisable.

Material, prepared for students interested in the health sciences, is available from the Career Services Office upon request and should be helpful to those seeking more specific advice. In addition, the chairman and members of the Premedical Advisory Committee will be glad to discuss curricular problems with the students who are considering one of the health professions. Premedical and predental students should contact the premedical advisor early in their college years.

### Requirements for Degree of Master of Arts

The Master of Arts degree is offered in art and biological sciences. The College does not maintain a program of courses for graduate students separate from those offered for undergraduates. Properly qualified graduate students are admitted to Grade III courses and seminars, and to course 350, Research or Individual Study.

A candidate for the Degree of Master of Arts is required to complete 8 units of graduate work, which ordinarily includes a thesis embodying the results of original research. The program is arranged by the student's major department and is subject to the approval of the Committee on Graduate Instruction. A reading knowledge of French or German, to be tested by examination at entrance, is required. Individual departments may require a second language. A comprehensive examination testing the work of all the courses counting toward the degree is required of all candidates. At least one year in residence is required of all candidates.

Information regarding admission may be obtained from the chairmen of the Departments of Art and Biological Sciences.

### Continuing Education

The Continuing Education Program is normally for women 25 years of age or older or whose education has been interrupted for five or more years prior to the date of application.

This nonresidential program enables students to enroll either part-time or full-time. They attend classes with Wellesley undergraduates and take the same courses.

The majority of Continuing Education students resume study toward the Bachelor of Arts degree; others who have undergraduate degrees may need further training or reeducation in preparation for a career or graduate study; others may simply wish to explore a new field. Continuing Education students who are candidates for the B.A. degree must complete a minimum of 8 units of work at the College.

Although men are not admitted as candidates for the B.A. degree at Wellesley, they may take courses for credit under this program.

# COURSES OF INSTRUCTION

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

## Legend

Courses numbered:

**100-199**
Grade I courses

**200-299**
Grade II courses

**300-380**
Grade III courses

**(1)**
Offered in first semester

**(2)**
Offered in second semester

**(1) (2)**
Offered in both semesters

**(1-2)**
Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

**1 or 2**
Units of credit

•
Absent on leave

•1
Absent on leave during the first semester

•2
Absent on leave during the second semester

*
Offered in alternate years. Note: Unless specifically stated such courses will be offered in 1974-75.

3
Part-time instructor

[ ]
Numbers in brackets designate courses listed only in earlier catalogues.

# ART

## History of Art

Professor:
Shell

Associate Professor:
Frisch, Moffett, Wallace, Anderson, Rayen, Fergusson (Chairman)

Assistant Professor:
Janis, Clapp•, Marvin, Lyndon, MacNeil[3], Friedman[3], Larrabee, Sokoloff•, Yarde, Weiner, Garrison[3]

Instructor:
Solomon[3], Huenink[3]

Lecturer:
Gaither[3], Gabhart

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. For students majoring in history of art, however, no particularly artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art. The M.A. degree is offered in history of art. See Directions for Election.

**100 (1-2) Introductory Course**
**1 or 2**
A foundation for further study in the history of art. The major styles in western architecture, sculpture, and painting from ancient Greece through the 19th century are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for the first semester.
Open only to freshmen and sophomores.

The Staff

**200 (1) Classical Art**
**1**
Topic for 1974-75: Greek painting, sculpture, and architecture from the Geometric Period to the death of Cleopatra. Greek sculpture will be emphasized and some attention will be paid to the impact of Greek forms on later western art. Topic for 1975-76: Art in the cities of the Roman Empire. The design of Roman cities and the buildings in them as well as the public and private monuments which illustrate the character of Roman taste.
Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Miss Marvin

**201 (2)* Near Eastern and Bronze Age Art**
**1**
The art and archaeology of the eastern Mediterranean from 3000 B.C. to 1200 B.C. The interrelations of the cultures of Egypt, Mesopotamia, Minoan Crete, Mycenaean Greece, and their neighbors will be studied.
Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Not offered in 1974-75. See 380.

Miss Marvin

**202 (2) Medieval Sculpture and Painting**
**1**
A survey of the major monuments of sculpture, manuscript and fresco painting in France and England during the Romanesque and Gothic periods with particular emphasis on the context of use, the formation of workshops, and the development of programs.
Open to freshmen and sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

**203 (1) Medieval Architecture**
**1**
The architecture of western Europe from the Fall of Rome to the beginning of the Renaissance with particular concentration on the great Romanesque and Gothic monuments. Occasional conferences.
Open to sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Mr. Fergusson

**215 (1) European Art to the Renaissance**
**1**
The major movements in architecture, sculpture, and painting from classical antiquity to c. 1400. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.
Open only to juniors and seniors who have not taken 100.

The Staff

**216 (2) European Art from the Renaissance through the Nineteenth Century**
1
Western art from the Renaissance through the 19th century with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100.
Prerequisite: same as for 215.

The Staff

**219 (1) Painting and Sculpture of the Nineteenth Century**
1
A study of painting and sculpture of the 19th century in the United States and Europe with emphasis on France.
Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

**220 (1) Painting and Sculpture of the Seventeenth and Eighteenth Centuries in Southern Europe**
1
A study of Italian and Spanish painting and sculpture with special emphasis on Caravaggio and Bernini, and on El Greco and Velásquez.
Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Mr. Wallace

**221 (2) Painting and Sculpture of the Seventeenth and Eighteenth Centuries in Northern Europe**
1
Flemish, Dutch, French, and German painting and sculpture of the 17th century with emphasis on Rembrandt and Rubens. French and English painting and sculpture of the 18th century.
Prerequisite: same as for 220.

Mr. Wallace

**224 (1-2) Modern Art**
1 or 2
The major developments in painting, sculpture, and architecture from early in this century to the present. Conference sections in second semester. One unit of credit may be given for either semester. Background reading is required if elected in second semester only.
Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Mr. Moffett

**226 (1) History of Afro-American Art**
1
A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.
Open to all students.

Mr. Gaither

**231 (1) American Art from Colonial Times to the Civil War**
1
A survey of American painting, sculpture, and architecture from the Colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time. Not open to students who have taken [225].
Prerequisite: same as for 220.

Mrs. Friedman

**232 (2) American Art from the Civil War to the Foundation of the New York School**
1
American painting, sculpture, and architecture from the Civil War to the foundation of the New York School. Attention given to the relation between art and the social history and literature of the time. Not open to students who have taken [225].
Prerequisite: same as for 220.

Mrs. Friedman

**248 (2) Later Buddhist Art in China and Japan**
1
Study of sculpture and painting of the later Buddhist schools in China and Japan. Emphasis on the art of the Pure Land, Zen, and Esoteric sects. Some consideration will be given to the origins of the Esoteric sects in India and to their later development in Nepal and Tibet.
Open to sophomores, juniors, and seniors who have taken one unit in art history; or one unit in Asian history, religion or literature; or by permission of the instructor.

Mrs. Weiner

**249 (1) Far Eastern Art**
1
Topic for 1974-75: Early Buddhist art of Greater India and China. Study of Buddhist architecture, sculpture, and painting from their origins through the eighth century Mahayana in Greater India, China, and the Nara period in Japan. Stylistic developments will be considered in relation to the evolution of Buddhist religious thought and to cultural traditions in different parts of Asia. Topic for 1975-76: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print.
Prerequisite: same as for 248.

Mrs. Weiner

**251 (1) Italian Renaissance Art**
1
Painting and sculpture in Italy in the 15th and 16th centuries. Special attention given to major masters and monuments, with emphasis on the general artistic principles of Early and High Renaissance in Florence, Rome, and northern Italy. Analysis of patronage and changing cultural and aesthetic ideals in the Renaissance period.
Prerequisite: same as for 220.

Mr. Shell

**254 (2)* Art of the City: Medieval, Renaissance, and Baroque**
1
Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.
Open to sophomores who have taken 202, or 203, or 220, or 251, and to juniors and seniors without prerequisite.

Mrs. Anderson

**302 (2)* Italian Painting: The Fourteenth and Fifteenth Centuries**
1
A study of selected artists whose work significantly illustrates the character of the late medieval and the early Renaissance styles. Emphasis in 1974-75 will be on 15th century artists.
Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mr. Shell

**303 (2)* Italian Painting: The Sixteenth Century**
1
Studies of the major masters of the High Renaissance followed by the examination of some selected Mannerist painters and of those developments within 16th century painting which lead in the direction of the Baroque. Considerable attention to Venetian masters.
Prerequisite: same as for 302.

Not offered in 1974-75.

Mr. Shell

**304 (1) Late Medieval and Renaissance Sculpture**
1
A study of major sculptors from the 14th century to the end of the 16th century with emphasis on Italy and the work of Giovanni Pisano, Donatello, Ghiberti, and Michelangelo.
Prerequisite: same as for 302.

Mrs. Anderson

**305 (1) The Graphic Arts**
1
The graphic arts from the Renaissance to the present. Emphasis on the styles of Dürer, Rembrandt, Goya, and Picasso. Special attention given to the influence of technique upon style. Laboratory instruction in the processes of woodcut, engraving, etching, lithography. Visits to collections. Not open to students who have taken 306 (1).
Open only to seniors.

Ms. Janis, Mrs. Lyndon

**306 (2) History of Photography**
1
A survey of photography in France, England, and the United States in the 19th and 20th centuries. Topics will include styles of individual photographers and movements, the problem of style in photography, and the reciprocal relationship between photography and the graphic arts.
Open only to juniors and seniors who have taken 219 or 305 or 306 (1).

Ms. Janis

**308 (2) Renaissance and Baroque Architecture**
1
The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.
Prerequisite: same as for 302.

Not offered in 1974-75.

Mrs. Friedman

**311 (2)* Painting of Northern Europe**
1
Painting in the period from the late 14th century through the early 16th century in France, Germany, and the Low Countries. Emphasis on aspects of International Gothic style painting and miniatures; on the Flemish painters Campin, van Eyck, van der Weyden, and van der Goes; and on Dürer.
Open to sophomores who have taken 202 or 251; to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Not offered in 1974-75.

Mrs. Anderson

**312 (2) Problems in Nineteenth and Early Twentieth Century Art**
1
A study of special problems of interpretation in 19th and early 20th century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion.
Prerequisite: 219 or permission of the instructor.

Ms. Janis

**330 (2)* Seminar. Italian Painting**
1
Topic for 1974-75: Intensive study of problems in the painting of Michelangelo and Raphael.
Open by permission of the instructor to students who have taken one of the following: 251, 302, 303, 304, 308, or 311.

Mr. Shell

**331 (2) Seminar**
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1974-75.

Mr. Shell

**332 (2)* Seminar. Medieval Art**
1
Intensive study of either one problem or a series of related problems in medieval painting or sculpture.
Open by permission of the instructor to juniors and seniors who have taken 202 or 203.

Not offered in 1974-75. See 380.

Mr. Fergusson

**333 (1) Seminar. Baroque Art**
1
Problems of style, connoisseurship, and iconology in 17th century art concentrating on major Italian or northern Baroque masters.
Open by permission to juniors and seniors who have taken 220 or 221.

Mr. Wallace

**334 (2) Seminar. Problems in Archaeological Method and Theory**
1
An examination of the theoretical premises underlying the study of ancient art and archaeology. The problems dealt with will include the models from which ancient societies are reconstructed, methods of excavation and analysis of materials, the design of research projects, and the special problems of the historian of ancient art. Required of archaeology majors. Meets jointly with MIT 21.682.
Prerequisite: at least one Grade II unit of ancient art, ancient history, or archaeology.

Not offered in 1974-75.

Miss Marvin, Mr. Steinberg (MIT)

**335 (1) Seminar. Selected Problems in the History of Art**
1
Intensive study of either one problem or a series of related problems in 20th century painting.
Open by permission of the instructor.

Mr. Moffett

**336 (2) Seminar. Museum Problems**
1
An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged.
Open by permission of the instructor to juniors, seniors, and graduate students who have taken one Grade II unit in the department.

Ms. Gabhart

**337 (2)* Seminar. Chinese Art**
**1**
Normally a different topic each year.
Open by permission of the instructor to juniors and seniors who have taken 248.

Not offered in 1974-75.

**345 (1) (2) Seminar. Historical Approaches to Art for the Major**
**1**
Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors; required of all candidates for the M.A. degree.
Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Mr. Moffett, Mrs. Weiner

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to qualified students by permission of the instructor and the chairman of the department.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

**380 (2) Mini Courses**
**½**
Intensive six-week study of a specialized topic in medieval or classical art. One unit of credit will be given for two mini courses.

Topics for 1974-75:
**Series I** (a) *The Shaft Grave Circles of Mycenae.* The course will examine the two great shaft circles at Mycenae, looking both at the type of burial and at the contents of the graves. Discussion of the implications for social and economic organization which can be drawn from the tombs as well as the artistic and technological levels of artifacts therein. (b) *Sculpture of the Egyptian Old Kingdom in the Boston Museum of Fine Arts.* The Museum of Fine Arts in Boston has one of the leading collections of Old Kingdom sculpture in the world. This course will focus on the finds from the Giza necropoleis and the problems of style and iconography presented by the material
Prerequisite: 100 (1) or 215, and permission of the instructor.

Miss Marvin

**Series II** (a) *Medieval Restoration.* An examination of the restoration of medieval monuments, mainly architectural, with emphasis on the late 18th and 19th centuries. The differing philosophies towards restoration and the historic controversies generated by the work of men like Wyatt, Scott, Viollet-le-Duc and Abadie will be the focus of the seminar. (b) *The Medieval Castle.* An investigation of the origins, development, and decline of the medieval castle with particular emphasis on typological, architectural, functional, and sociological characteristics.
Prerequisite: 100 (1) or 215, and permission of the instructor.

Mr. Fergusson



**History of Art**
An art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed), 204, and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, nonwestern art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement.

The new distribution requirement is recommended but not mandatory for the Class of 1975.

Students planning to major in history of art should plan to take 204 in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

The department does not encourage overspecialization in any one area, but by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

A reading knowledge of German and French, or Italian, is strongly recommended. A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. Details of this program are available from the chairman.

The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology.

**M.A. in History of Art**
Eight units of advanced work are required, of which at least six units must be Grade III. The eight units must include 345, and at least one unit of independent research. A comprehensive examination and reading knowledge of two foreign languages, German and either French, Italian, Latin or Greek, are required for the completion of the degree.

In order to receive credit for studio courses, except 108, at least two units in the history of art must also be elected. The department recommends that the units in the history of art precede or be elected concurrently with the studio courses.

**105 (1) (2) Introductory Drawing**
**1**
Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Four periods of class instruction and four of studio practice.
Open to sophomores, juniors, and seniors, and by permission to freshmen who have studied art before entering college.

Mrs. Frisch, Mr. Rayen, Mr. Larrabee, Mrs. Lyndon

**108 (1) (2) Introductory Photography**
**1**
Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Four periods of class instruction. Limited enrollment.
Open by permission of the instructor.

Mrs. MacNeil

**204 (1) (2) General Techniques Course**
**1**
A survey of significant technical material related to the history of western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill.
Open to other students who are taking Grade II or Grade III art history courses. Required of all art majors.

Mr. Rayen, Mr. Larrabee, Mr. Yarde

**205 (1) (2) Introductory Painting**
**1**
A study of basic forms in plastic relationships in a variety of media. Four periods of class instruction.
Prerequisite: same as for 105.

Mr. Rayen, Mr. Larrabee

**207 (1) Introductory Sculpture**
**1**
Analysis of forms using clay and direct plaster to study closely the distribution of weight and volume in space and light. Additional weekly assignments involving three-dimensional analyses and constructions in paper. Four periods of class instruction.
Prerequisite: same as for 105.

Mrs. Lyndon

**208 (2) Advanced Photography**
**1**
The development of one's personal photographic vision through intensive technical and aesthetic studies in photography. Independent projects in which students are encouraged to combine studies in photography with work in related disciplines such as history, philosophy, creative writing, psychology. Study of the work of master photographers, writings on photography, and discussions with lecturers from various disciplines. Four periods of class instruction. Limited enrollment.
Prerequisite: 108 or permission of the instructor.

Mrs. MacNeil

**209 (2) Design I**
1
Basic problems in two and three dimensions stressing texture and composition. Four periods of class instruction.
Prerequisite: 105 or 205 or permission of the instructor.

Mr. Yarde

**210 (1) Design II: Color**
1
Basic problems in the interaction of color. Four periods of class instruction.
Prerequisite: same as for 209.

Mr. Rayen

**212 (2)* Printmaking**
1
A study of raised image and intaglio printmaking including woodcut, etching, aquatint, and engraving. Four periods of class instruction.
Prerequisite: 105.

Mrs. Lyndon

**307 (2) Advanced Sculpture**
1
Problems in sculptural composition, both representational and abstract. Exploration of various media including plaster, wood, and metals. Technical considerations include basic shop procedures and use of power tools. Four periods of class instruction. Limited enrollment.
Prerequisite: 207 or permission of the instructor.

Mrs. Lyndon

**313 (1) Painting: Watercolor**
1
Technical problems dealing with the transparent nature of watercolor. Emphasis on landscape and still life composition. Four periods of class instruction.
Open to sophomores, juniors, and seniors who have taken 100 or 105 or a Grade II course in studio art or by permission of the instructor.

Mrs. Frisch

**314 (1) Advanced Drawing**
1
Problems dealing with the progress from line to form to chiaroscuro. Analysis of anatomy, perspective, and composition with emphasis on direct visual observation of the model. Four periods of class instruction.
Prerequisite: 105.

Mr. Yarde

**315 (2) Advanced Painting**
1
Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media. Four periods of class instruction.
Prerequisite: 105 and 205.

Mr. Yarde



**Studio Art**
An art major concentrating in studio art must elect 100, 105, 204, and at least four additional Grade II or Grade III units in studio art.

# ASTRONOMY

Professor:
Birney (Chairman)

Associate Professor:
Adler

Assistant Professor:
Dinger

**103 (1) (2) Introduction to Astronomy**
1
Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes.
Open to all students.

The Staff

**200 (2) Modern Physics**
1
For description and prerequisite see Physics 200.

**201 (1) Techniques of Intermediate Calculus**
1
For description and prerequisite see Mathematics 201.

**202 (1) Optical Physics**
1
For description and prerequisite see Physics 202.

**203 (2) Recent Developments in Astronomy**
1
Contemporary problems in optical, radio, and space astronomy. Astronomical observations from outside the earth's atmosphere. Radio galaxies and quasars.
Prerequisite: 103.

Mr. Adler

**204 (1) (2) Stellar and Galactic Astronomy**
1
Selected topics of fundamental importance in astronomy will be discussed in depth. Not open to students who have taken [104].
Open to students who have taken 103 and are familiar with trigonometric functions.

Miss Dinger

**206 (1) Basic Astronomical Techniques I**
1
Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Quantitative classification of stellar spectra.
Prerequisite: same as for 204.

Mr. Adler

**207 (2) Basic Astronomical Techniques II**
1
Measurement of stellar radial velocities. Photoelectric and photographic photometry. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.
Prerequisite: 206 and Mathematics 111. Prerequisite or corequisite: [104] or 204.

Mr. Adler

**216 (2) Applications of Mathematics to the Physical Sciences I**
1
For description and prerequisite see Extradepartmental 216.

**217 (1) Applications of Mathematics to the Physical Sciences II**
1
For description and prerequisite see Extradepartmental 217.

Not offered in 1974-75.

**302 (2) Galactic Structure**
I
Distribution and kinematics of the stellar and nonstellar components of the galaxy. Galactic rotation, problems of spiral structure, the galactic nucleus, the halo.
Prerequisite: [104] or 204, and 201 or 216 (2) or Mathematics 208.

Not offered in 1974-75.

**304 (1)* Introduction to Astrophysics**
I
The physical nature of the sun and stars derived from analysis of their spectra.
Prerequisite: same as for 302.

Not offered in 1974-75.

**349 (1)* Selected Topics**
I
Intensive study of a specific field.
Prerequisite: same as for 302.

Mr. Birney

**350 (1) (2) Research or Individual Study**
1 or 2
Open to juniors and seniors by permission.

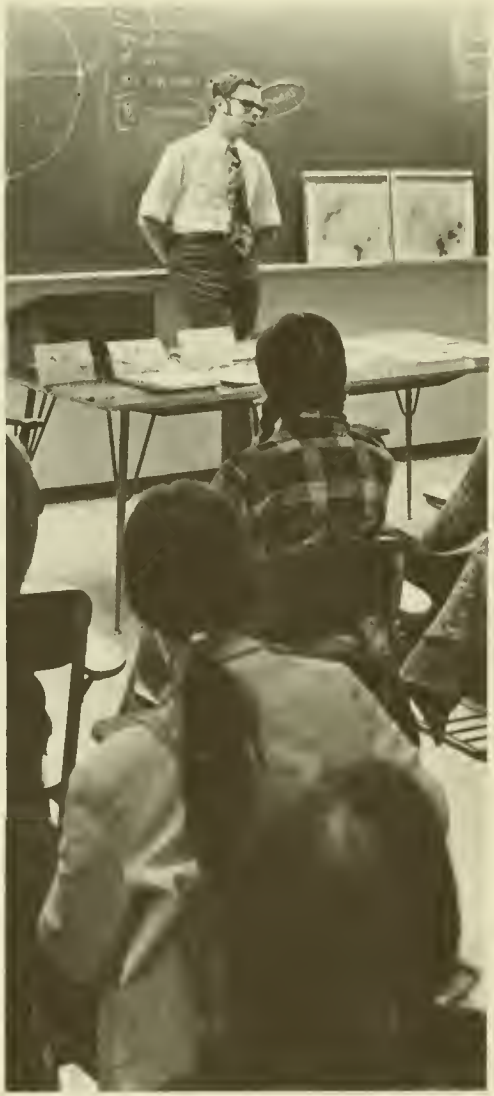
**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

The following courses form the minimum major: [104] or 204, 207, 216, 302; Physics 200, 202; and two additional Grade III units in astronomy or physics. Extradepartmental 110 is strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the departments of physics, mathematics, and astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 37 for a description of Whitin Observatory and its equipment.



# BIOLOGICAL SCIENCES

Professor:
Fiske (Chairman), Widmayer•

Associate Professor:
Harrison•, Coyne, Schweber

Assistant Professor:
Allen, Rubenstein, Dobbins, van der Laan, Machtiger, Sanford, Busch

Laboratory Instructor:
Muise, Dermody

Graduate Assistant:
Wong[3], Manski[3]

Laboratory of Electron Microscopy
Professor:
Padykula, Gauthier

Unless otherwise noted all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

**100 (1) (2) Multicellular Plants and Animals**
**1**
Major biological concepts emphasizing relationships between structure and function through examination of selected plant and animal systems.
Open to all students except those who have taken [103] or [105].

The Staff

**101 (2) Cell Biology and Microbial Life**
**1**
Plant, animal and microbial cell structure, chemistry and function. Growth and reproduction of cells, energy relationships and genetics. Activities of microorganisms in their natural habitats.
Open to all students except those who have taken [104] or [106] or [107].

The Staff

**109 (1) Human Biology**
**1**
Study of anatomy and physiology of man. Some work on human genetics, population control, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Will not count toward the minimum major in biological sciences.
Open to all students except those who have taken 100 or [105].

The Staff

**200 (1) (2) Cellular Physiology**
**1**
Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms. Students intending to major should elect this course as soon as possible.
Prerequisite: 100 and 101 and one unit of college chemistry.

Mrs. Allen, Mrs. Coyne, Mr. Machtiger, Ms. Wong

**201 (1) Introductory Ecology**
**1**
An introduction to ecosystem structure and development, including population and community ecology, intraspecific and interspecific relationships among organisms, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory emphasis on field work and reduction and presentation of quantitative data.
Prerequisite: 100 or permission of the instructor.

Mr. van der Laan, Mr. Sanford

**202 (1) Comparative Anatomy**
**1**
Comparative anatomy of the chordates with emphasis on evolutionary trends within the vertebrate group. Dissection of representative forms including the dogfish and the cat.
Open to students who have taken 100 or [105] and to juniors and seniors without prerequisite.

Mr. Rubenstein

**203 (1) Vascular Plants**
1
Developmental morphology and anatomy of psilopsids, lycopods, ferns and seed plants. Observation and experimentation in the laboratory, field, and greenhouses. Laboratory includes basic microtechnique, light microscopy, and photomicrography.
Prerequisite: 100 or [103] or permission of the instructor.

Mr. Dobbins

**205 (1) Genetics**
1
Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies. Students intending to major should elect this course before entering Grade III work.
Open to students who have taken 101 or by permission of the instructor.

Ms. Schweber, Mrs. Dermody

**206 (1) Histology-Cytology I: Cell and Tissue Structure**
1
The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.
Prerequisite: 101 or [106] or [107].

Ms. Padykula, Ms. Gauthier

**207 (1) Nonvascular Plants**
1
Identification of representative algae, fungi, lichens, liverworts, and mosses with emphasis on their use as experimental organisms. Observation and experimentation in the laboratory, field, and greenhouses.
Prerequisite: same as for 203.

Mr. Sanford

**208 (2) Basic Horticulture**
1
Fundamentals of cultivation and propagation of plants, the effects of the environment on their growth, and the methods of control of pests and diseases.
Open to juniors and seniors without prerequisite, and to others who have taken 100 or [103] or the equivalent.

Mr. Dobbins, Mr. Sanford

**209 (2) Bacteriology**
1
Environmental and biological relationships of bacteria, including disease and immunity. Study of groups of bacteria in relation to their ecological niches.
Prerequisite: 101 and one unit of college chemistry or permission of the instructor.

Mr. Machtiger

**210 (2) Invertebrate Zoology**
1
Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment.
Prerequisite: 100 or [105].

Mr. van der Laan

**221 (1) (2) Biochemistry I**
1
For description and prerequisite see Chemistry 221.

**302 (2) Animal Physiology**
1
Study of function of organ systems in animals. Emphasis on the vertebrates.
Prerequisite: 200 and Chemistry 103 or [107], or permission of the instructor.

Mrs. Coyne, Mr. Busch, Mrs. Manski

**303 (1) Plant Physiology**
1
Physiology of plant growth considering hormones, reproduction, mineral nutrition, water relations, photosynthesis, and other selected topics. Experimentation in the laboratory, greenhouses, and controlled environment chambers.
Prerequisite: same as for 302.

**304 (2) Histology-Cytology II: Structure of Organ Systems**
1
Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to characteristic physiological processes.
Prerequisite: 206 and permission of the instructor.

Ms. Padykula, Ms. Gauthier

**305 (2) Seminar. Genetics**
1
Cytological and biochemical aspects of gene structure and function, mutational and recombinational processes, problems of cellular differentiation.
Prerequisite: 205, and either 200 or Chemistry [201] or 211, or permission of the instructor.

Ms. Schweber

**306 (2) Embryology**
1
Ontogenetic development in chordates and related forms: fertilization, cleavage, differentiation, organogenesis, metamorphosis, and growth phenomena. Maintenance of pregnancy in mammals. Laboratory emphasis on topographic anatomy and experimental procedure.
Prerequisite: 200 and permission of the instructor. 202 is strongly recommended.

Mr. Rubenstein

**307 (2)* Advanced Ecology**
1
In-depth study of population dynamics, speciation, competition, and pollution. Extensive readings in primary source material. Laboratory and field studies.
Prerequisite: 201 or permission of the instructor.

Not offered in 1974-75.

**308 (2) Plant Morphogenesis**
1
Experimental study of internal and external factors affecting the development of form. Emphasis is placed on cellular differentiation and organogenesis. Tissue culture and preparation of tissues for cytochemical and microscopic study.
Prerequisite: 200, 205, and either 203 or 207.

Mr. Dobbins

**312 (2) Seminar. Endocrinology**
1
Selected topics on the regulation and action of hormones, neurohormones, and pheromones in vertebrates. Emphasis on the study of current literature.
Prerequisite: same as for 305. 302 is strongly recommended.

Mrs. Fiske

**313 (1) Microbial Physiology and Cytology**
1
Microorganisms used as model systems for the study of cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function.
Prerequisite: same as for 305. 209 is strongly recommended.

Mrs. Allen

**314 (1) Seminar. Topics in Microbiology**
1
Topic for 1974-75: Virology, nature of viruses, their molecular biology, and their interaction with plant, animal, and microbial hosts. Two periods of lecture.
Open by permission of the instructor.
Topic for 1975-76: Immunology. The nature of antigens and antibodies, theories of antibody formation and antigen-antibody interaction, structural and histological aspects of immunologically important organs and tissues.
Prerequisite: 200 or Chemistry [201] or 211. [104] or 209 strongly recommended.

Mr. Machtiger

**315 (2)* Terrestrial Vertebrate Zoology**
1
The forms, function, and evolution of amphibians, reptiles, birds, and mammals as related to their distribution, behavior, and ecology. Laboratory includes field identification and individual projects.
Prerequisite: [105], and either 201 or 202, or permission of the instructor.

Not offered in 1974-75.

**319 (1) Advanced Cytology: Biological Ultrastructure**
1
Introduction to the principles and major procedures of electron microscopy. Emphasis on interpretation of ultrastructural and cytochemical features of cellular components, particularly as related to functional activity. A knowledge of the basic principles of biochemistry strongly recommended.
Prerequisite: 304 and either Chemistry [201] or 211.

Ms. Padykula, Ms. Gauthier

**326 (2) Biochemistry II**
1
For description and prerequisite see Chemistry 326.

**330 (2) Seminar**
1
Topic for 1974-75: Marine biology with emphasis on ecological and zoological aspects. Open to juniors and seniors by permission of the instructor, and to others who have taken two units of biology by permission of the instructor.

Mr. van der Laan

**331 (1) Seminar. Biological Bases of Animal Behavior**
1
Selected topics, such as aggression, courtship, communication, orientation. Emphasis on neurophysiological and endocrinological control, including readings on experimental work involving brain stimulation and ablation, manipulation of hormones and extirpation of sense organs. Examples to be drawn from invertebrates and vertebrates. Discussion and reports on the literature.
Prerequisite: same as for 330.

Mr. Busch

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

A major in biological sciences must include two Grade I units or their equivalent, 200 and 205, which should be taken before declaring the major or before entering Grade III work, and two units of chemistry. Additional chemistry is strongly recommended or required for certain Grade III courses.

Course 109 counts as a nonlaboratory science for the distribution requirement for the degree, but ordinarily does not count toward a minimum major in biological sciences. For the minimum major only two Grade I units are recommended. A minimum major must include at least four units with laboratory work, of which two units must be above the Grade I level. The two Grade III units for the minimum major must be taken at Wellesley College. Independent summer study will not count toward a minimum major. Courses in biochemistry, 221 and 326, may be counted toward the major in biological sciences with the approval of the chairman.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to p. 198 where the program is described. They should consult with the director of the molecular biology program. Courses in biochemistry do not count among the five biology courses required for the molecular biology major.

Students planning graduate work are advised to take calculus, the recommended chemistry and two units of physics, and to acquire a reading knowledge of one or more of the following languages: French, German, Russian. They should consult the catalogues of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 48.

Credit toward the M.A. degree will be given to graduate students for all Grade III courses.

# BLACK STUDIES

Associate Professor:
Martin, Scott (Chairman)

Assistant Professor:
Spillers

Lecturer:
Scarborough, Karefa-Smart[3], Stewart[3]

Visiting Professor:
J. Karefa-Smart[3]

**
Course may be elected to fulfill in part the distribution requirement in Group A

***
Course may be elected to fulfill in part the distribution requirement in Group B

The following courses form the core of offerings in Black studies.

**106 (1)*** Introduction to the Black Experience**
**1**
The course serves as the introductory offering in Black studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and life in Africa, the Caribbean, and the Americas. Its aim is to provide students with a fundamental intellectual understanding of the world Black experience as it is reflected in history, the humanities, and social sciences. Not open to students who have taken [205].
Open to freshmen and sophomores without prerequisite, and to juniors and seniors by permission of the instructor.

Mr. Scott

**106 (2) Afro-American Music**
For description and prerequisite see Music 106.

**150 (1) (2) Colloquia**
**1**
For directions for applying see p. 204. Open by permission to a limited number of freshman and sophomore applicants.

**(1)*****
a. 1919. Year of the "New Negro"

"New Negro" was a term used by Black people all over the world to describe the attitudes of militancy and race pride that characterized the years after World War I. This colloquium will examine race riots, militant race organizations, radical Black publications and the like for the year 1919. Material will be drawn from the United States, the West Indies, England, South Africa, and possibly other places where Black people lived to show the universality of the "New Negro" phenomenon and the interconnectedness of its manifestations.

Mr. Martin

b. Black poetry

For description and prerequisite see English 150 (1) b.

**(2)**
a. 1919. Year of the "New Negro"

**206 (1-2)*** Afro-American History**
**1 or 2**
First semester: Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War.
Second semester: Afro-American history since 1865. An analysis of the social, economic, and political developments within the Black community from the Reconstruction era to the emergence of Black Power. One unit of credit may be given for either semester.
Open to all students except those who have taken [204].

Mr. Scott

**210 (1-2)** Black Drama in the Twentieth Century**
**1 or 2**
Basic concepts, subtleties, and complexities of the Black playwright and his interpretation of the various Black experiences that are an integral part of the Black man's existence in a racist society. Lonne Elder III, Ron Milner, Adrienne Kennedy, Alice Childress, Joseph Walker, James Baldwin, Imamu Baraka, Lorraine Hansberry, Ted Shine, William Branch, and Douglas Turner Ward are among the playwrights to be considered. Special emphasis on the aesthetics of Black drama and theatre in general. Students will also be given the opportunity to explore how Black drama has helped to save Broadway from its own artistic and economic decadence. One unit of credit may be given for either semester.
Open to all students.

Mr. Scarborough

**211 (1)** Introduction to African Literature**
1**
The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.
Open to all students.

Mr. Menkiti

**215 (1)*** Nationalism and Political Integration in Tropical Africa**
1
An examination of concepts and patterns of African nationalism, the independence movement, nation building, and political systems development. Special attention will focus on the role of political parties in the functioning and development of modern African societies.
Prerequisite: Political Science 100 or permission of the instructor.

Dr. Karefa-Smart

**217 (2)*** Africa in World Politics**
1
A study of concepts of supranationalism, examination of emergent patterns of regionalism, Pan-Africanism and continental unity, Africa and the major powers, and African relations with the Third World.
Prerequisite: same as for 215.

Not offered in 1974-75.

**220 (1)*** The Black Religious Experience in America**
1
An historical and theological analysis of the religious experience in Afro-American communities, with emphasis on the origins, varied nature, and function of Black religion. Special attention is given to the works and thinking of major Black clergy and theologians as an aid to: 1) a systematic approach to the study of religion; and 2) an informed understanding of the limits and possibilities for religious involvement in a racially oppressive society.
Open to all students.

Ms. Karefa-Smart

**226 (1) History of Afro-American Art**
1
For description and prerequisite see Art 226.

**228 (2) Black Literature in America**
1
For description and prerequisite see English 228.

**230 (1-2)*** The Black Woman in American Society**
1 or 2
First Semester: An analysis of the economic, social and political role of Black women in American society from an historical perspective, beginning with the African background and continuing through the era of slavery, Reconstruction, urban migration, two world wars, to the present. Special emphasis is placed upon the Black woman within the context of major Black social institutions such as the family and church.
Second Semester: An examination of the problems of the contemporary Black woman in the United States. Topics include: the relationships between Black men and women; Black women and white men; Black women and white women; Black Sisterhood; the Black woman as wife and mother; the Black professional woman; and the role of Black women in both the struggle for Black and women's liberation. One unit of credit will be given for either semester.
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the instructor.

Miss Stewart

**302 (2)*** Introduction to African Philosophy**
1
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.
Not open to freshmen.
Prerequisite: one unit in philosophy or permission of the instructor.

Mr. Menkiti

**310 (1-2)** Seminar. Black Literature**
1 or 2
Topic for 1974-75: Langston Hughes. Described widely as "the poet of his people," Langston Hughes was a leading novelist, playwright, poet, and translator of Black literature. Given his genius and productivity, this seminar is being devoted to a study of his life and works. First semester: A selective and representative sample of his works from 1920-1946. Second semester: Writings from 1947-1967. One unit of credit may be given for either semester.
Prerequisite: one Grade II unit in literature or permission of the instructor.

Mr. Scarborough

**316 (1)*** History of the West Indies**
**1**
Survey of political, economic, and sociological factors shaping West Indian society from Columbus to the present.
Open to sophomores by permission of the instructor and to juniors and seniors without prerequisite.

Mr. Martin

**319 (2)*** Pan-Africanism**
**1**
The historical efforts of Black people all over the world to unite for their mutual advancement will be examined. Such topics as 19th century emigrationist movements, the role of Afro-American churches in African nationalism, the Pan-African congresses of W. E. B. DuBois, the Garvey movement, the Pan-African ideas of Malcolm X, the Pan-African aspects of Southern African liberation movements and others will be discussed. The emphasis will be on the 20th century.
Prerequisite: 106 or one unit in Black history or permission of the instructor.

Mr. Martin

**340 (2)*** Seminar. Afro-American History**
**1**
Topic for 1974-75: Blacks and communists. Many of the most important Black leaders in the 20th century have belonged at one time or another to a communist organization or have at least flirted ambiguously with communism. The list includes W. E. B. DuBois, George Padmore, Langston Hughes, Richard Wright, Paul Robeson, Marcus Garvey, Kwame Nkrumah, Angela Davis, Malcolm X, and others. This seminar will attempt to discover why communism has exerted this fascination upon persons struggling for Black liberation and why the association has sometimes ended in disillusionment. Most of the seminar will deal with the situation in the United States. Material will also be drawn from Europe, Africa, and the West Indies.
Open to qualified juniors and seniors by permission of the instructor.

Mr. Martin

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

The following courses are offered as related work by other departments where they are described and may be counted toward the major in Black studies.

**210 (2) Racial and Ethnic Minorities**
See Sociology and Anthropology 210.

**212 (1) Urban Politics**
See Political Science 212.

**228 (2) Black Religion and Social Protest**
See Religion and Biblical Studies 228.

**244 (1) Societies and Cultures of Africa**
See Sociology and Anthropology 244.

**254 (1) United States Urban History**
See History 254.

**267 (1) History of Africa. West Africa**
See History 267.

**268 (2) History of Africa. East, Central, and Southern Africa**
See History 268.

**318 (1) Race and Conflict in Southern Africa**
See History 318.



The requirements for the major are consistent with the concept of Black studies as a multidisciplinary area of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as history, economics, or political science.

It is recommended that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Black studies, 106 is required for the major. At least four units must be taken in a single discipline as a field of specialization.

In addition to formal course work, the program offered in Black studies is comprised of special events—lectures, concerts, conferences, festivals—and of a field studies program that provides students with work experience in neighboring Black communities.

# CHEMISTRY

Professor:
Crawford, Webster•, Rock•

Associate Professor:
Loehlin, Hicks (Chairman)

Assistant Professor:
Kolodny, Gasparro, Colb, Dey, Levy, Kahl, Lieberman

Laboratory Instructor:
Darlington, Mann, Smith[3], Selwyn[3]

Unless otherwise noted, all courses meet for two periods of lecture and one three and one-half hour laboratory appointment weekly. The Selected Topics courses will generally be taught without laboratory, but may include laboratory for some topics.

**101 (1) Contemporary Problems in Chemistry I**
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1974-75: Symmetry and dissymmetry—viewing the world in three dimensions. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students.

Mr. Colb

**102 (2) Contemporary Problems in Chemistry II**
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1974-75: To be announced. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students.

Mr. Kahl

**103 (1) (2) Introductory Chemistry I**
1
States of matter, properties of solutions, equilibria in solution, electrochemistry; introduction to chemical energetics and kinetics. There is an extra meeting each week for students who do not present an admission unit in chemistry. Recommended for students who have taken [106] and wish to elect advanced work in chemistry.
Open to all students except those who have taken [107].

The Staff

**104 (2) Introductory Chemistry II**
1
Quantum theory of atomic and molecular structure, chemical bonding, chemistry of elements. Not open to students who have taken [106].
Prerequisite: 103.

The Staff

**211 (1) (2) Organic Chemistry I**
1
A study of the synthesis and reactions of typical organic compounds. There may be an additional meeting each week for students who exempted 103 or 104. Not open to students who have taken [201].
Prerequisite: 104 or [107].

Ms. Crawford, Ms. Dey

**221 (1) (2) Biochemistry I**
1
A study of the chemistry of proteins and nucleic acids, stressing structure-function relationships. Particular emphasis on the mechanism of enzyme action. Not open to students who have taken [324].
Prerequisite: [201] or 211. Biology 205 is recommended.

Ms. Levy

**231 (2) Physical Chemistry I**
1
Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. Not open to students who have taken [203].
Prerequisite: 104 or [107], Mathematics 111, and Physics [100] or [103] or 104 or 105 or 106 or 110.

Mr. Loehlin

**241 (1) Inorganic Chemistry**
1
Chemical periodicity, structure and reactivities in inorganic systems. Not open to students who have taken [304].
Prerequisite: [201] or 211.

Not offered in 1974-75.

**261 (2) Introduction to Research Techniques**
1
Techniques in separation and analysis, structure determination, quantitative manipulations, statistical treatment of data. One lecture and two laboratory meetings each week. Not open to students who have taken [300].
Prerequisite: [201] or [203] or 211 or 231.

Mr. Lieberman

**306 (1) Seminar**
1
Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1974-75: Energy. One two-period meeting per week. No laboratory.
Prerequisite: two units of chemistry beyond 104 or [107] and permission of the instructor.

Mr. Loehlin

**309 (1) Foundations of Chemical Research**
1
Introduction to research methods through the literature and the laboratory.
Prerequisite: 261, 313 and 333.

Not offered in 1974-75.

**313 (1) (2) Organic Chemistry II**
1
A continuation of 211, stressing the structure and reactions in organic systems. Not open to students who have taken [210] or [303].
Prerequisite: [201] or 211.

Ms. Dey, Mr. Colb

**319 (2)* Selected Topics in Organic Chemistry**
1
Normally a different topic each year.
Prerequisite: [210] or [303] or 313, and permission of the department.

Not offered in 1974-75.

**326 (2) Biochemistry II**
1
A study of biochemical energetics, intermediary metabolism, with emphasis on the mechanism of individual enzymatic reactions, functions of coenzymes, problems of physiological regulation. Not open to students who have taken [325].
Prerequisite: 221 or [324], and [203] or 231. Chemistry 313 and Biology 200 are strongly recommended.

Ms. Hicks

**329 (1)* Selected Topics in Biochemistry**
1
Normally a different topic each year.
Prerequisite: 221 or [324], and permission of the department.

Ms. Levy

**333 (2) Physical Chemistry II**
1
The structure of solids and liquids, introduction to quantum chemistry, bonding and spectroscopy. Not open to students who have taken [305].
Prerequisite: [203] or 231, Physics 106 or 110 and Mathematics 201 or 207.

Ms. Kolodny

**339 (2)* Selected Topics in Physical Chemistry**
1
Topic for 1974-75: Physical chemistry of water.
Prerequisite: [203] or 231, and permission of the department.

Mr. Gasparro

**349 (1)* Selected Topics in Inorganic Chemistry**
1
Normally a different topic each year.
Prerequisite: 241 or [304], and permission of the department.

Mr. Kahl

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to students who have taken at least two Grade II units in chemistry.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

## Directions for Election

The eight units required for a major in chemistry must include 103 or [107], 104 or [106], [201] or 211, [303] or 313, [203] or 231, and [305] or 333, plus two additional units other than 350 or 370. In addition, Mathematics 201 or 207 and a Grade II unit of physics are required. For students in the Class of 1975, the requirements remain as listed in the 1973-74 Catalogue. Students should consult the chairman for any exceptions.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II and/or Physical Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Premedical students are referred to the requirements given on p. 48. Note that either [203] 231 or [210] 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the department of chemistry.

## Placement and Exemption Examinations

Students who have had Advanced Placement courses, or two years of secondary school chemistry, or other unusually good preparation should consider the possibility of exempting [106] 104 and/or [107] 103 by examination. For exemption with credit students will be expected to submit laboratory notebooks or reports.

# CHINESE

Associate Professor:
Lin (Chairman)

Instructor:
Lagerwey[3]

Lecturer:
Wang-Keiser

Attention is called to the opportunity for residence in the Chinese Corridor, Stone Hall.

**101 (1-2) Elementary Spoken Chinese**
2
Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, conversation and reading. Three periods. 101 and 102 combined form the first-year Chinese course.
Open to all students except those who have taken [100]. Corequisite: 102.

Mrs. Lin

**102 (1-2) Basic Chinese Reading and Writing**
1
Development of reading skills of simple texts and in character writing in both regular and simplified forms. One period with an additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course.
Open to all students except those who have taken [100]. Corequisite: 101.

Mrs. Lin

**201 (1-2) Intermediate Chinese Reading**
2
Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Three periods. 201 and 202 combined form the second-year Chinese course. Not open to students who have taken [200].
Prerequisite: [100] or 101 or permission of the instructor. Corequisite: 202.

Mrs. Wang-Keiser

**202 (1-2) Intermediate Conversational Chinese**
1
Discussion of current events and cultural topics. One period with an additional hour for smaller group discussions or individual assignment. 201 and 202 combined form the second-year Chinese course. Not open to students who have taken [200].
Prerequisite: [100] or permission of the instructor. Corequisite: 201.

Mrs. Wang-Keiser

**241 (1) Chinese Literature in Translation I**
1
For description and prerequisite see Extradepartmental 241.

**242 (2) Chinese Literature in Translation II**
1
For description and prerequisite see Extradepartmental 242.

**252 (1) Readings in Modern Style Writings**
1
Reading and discussion in Chinese of selections from contemporary writings, including essays on various topics such as art, economics, history, philosophy, political theory, and sociology. Three periods. Not open to students who have taken [250].
Prerequisite: [200] or 201 or permission of the instructor.

Mrs. Lin

**253 (2) Topics in Chinese Culture of Today**
**1**
Reading and discussion in Chinese of various topics of selections from representative texts, current periodicals, and news editorials of Mainland China and Taiwan. Oral report, short papers, translations in Chinese. Three periods. Not open to students who have taken [251].
Prerequisite: [250] or permission of the instructor.

The Staff

**300 (2) Readings in Contemporary Chinese Literature**
**1**
Reading and discussion in Chinese of selections from plays, poetry, short stories, novels, and essays. Three periods.
Prerequisite: same as for 253.

Mrs. Lin

**310 (1) Introduction to Literary Chinese**
**1**
Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.
Prerequisite: 300 or permission of the instructor.

Mrs. Wang-Keiser

**311 (2) Readings in Elementary Classical Chinese**
**1**
Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.
Prerequisite: 310 or permission of the instructor.

Mrs. Wang-Keiser

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to qualified students.

Although the College does not offer a major in Chinese language and literature, students who major in East Asian studies or Chinese studies that relate to China should consult the chairman of the department and the advisor early in the college career.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

For students majoring in East Asian studies, with a concentration of Chinese studies, the minimum requirement is three years in Chinese language and literature in the original Chinese. History 275, 276, 345, 346; Political Science 300; Art 248, 337; and Religion 108, 253 are strongly recommended as related courses. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, History 275 and 276 are recommended.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

For the non-Mandarin speaking students who can read and write Chinese and wish to continue Chinese studies, arrangements can be made for tutorial classes or special help. Students should contact the department chairman.

# ECONOMICS

Professor:
Clemence, Bell•, Goldman (Chairman), Newell, Ilchman

Associate Professor:
Morrison

Assistant Professor:
Crandall•[2], Painter, Ladd

Instructor:
Kornblith•[2], Brush[3], Flynn

Visiting Professor:
Bronfenbrenner[3], Calderwood[3]

**100 (1) (2) Survey of Modern Macro-Economics**
1
How economists analyze current problems and policies of national income and GNP; supply and demand; labor and management; some accounting and stock market analysis; the role of government; money and banking; inflation and employment; prosperity and depression. Weekly tutorials in each semester for freshmen who elect Economics 100 in the first semester. The tutorial is continued into the second semester for freshmen who elect 101. (See Economics 355.)
Open to all students.

The Staff

**101 (1) (2) Survey of Modern Micro-Economics**
1
The distribution of scarce resources. How firms and consumers determine their economic behavior: supply and demand, cost of production, consumer choice. Structure of the American economy: competition, monopoly, antitrust, distribution of income, international trade; the balance of payments. Attention will also be focused on current issues, such as poverty, pollution, and alternatives to capitalism.
Open to all students.

The Staff

**201 (1) (2) Micro-Economic Analysis**
1
Micro-economic theory; analysis of the individual household, firm, and industry.
Prerequisite: 100 and 101.

Mrs. Ladd, Mrs. Painter

**202 (1) (2) Macro-Economic Analysis**
1
Macro-economic theory; analysis of aggregate income, output, and employment.
Prerequisite: same as for 201.

Mr. Bronfenbrenner, Mrs. Crandall

**203 (2)* Economic History**
1
An economic analysis of European development in the 18th and 19th centuries. A selective application of classical and neoclassical growth models. The development of the market system and modern economic society.
Prerequisite or corequisite: 100 and 101.

Not offered in 1974-75.

**204 (1)* American Economic History**
1
The "new" economic history. A sectoral and factoral analysis of the development of the American economy from colonial times to the 20th century. The economics of slavery and the Civil War. The emergence of an industrial state.
Prerequisite: same as for 203.

Not offered in 1974-75.

Mr. Morrison

**205 (1) The Corporation**
1
The development of the modern corporation and its place in the economy. Corporation organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets.
Prerequisite: same as for 203.

Mr. Calderwood

**210 (1) Money and Banking**
1
The structure and operation of the monetary system. Commercial banking and other financial institutions. The Federal Reserve System. Monetary theory and policy.
Prerequisite: same as for 203.

Mrs. Crandall

**211 (1) (2) Elementary Statistics**
1
Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving by means of the time-sharing computer.
Prerequisite: same as for 201.

Mr. Morrison, Mrs. Ladd

**225 (1) Urban Economics**
1
Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.
Prerequisite: same as for 201.

Mrs. Painter

**230 (2) Labor Economics**
1
Activities and policies relating to American Labor. Growth and composition of a labor force. Labor unions and collective bargaining. Public policy; social legislation.
Prerequisite: same as for 201.

Mrs. Painter

**249 (2) Seminar. The Economics of Environmental Disruption**
1
Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.
Prerequisite: same as for 201.

Mr. Goldman

**301 (1) Comparative Economic Systems**
1
The economics of capitalism, socialism, fascism, and communism.
Prerequisite: 201 or 202.

Mr. Goldman

**302 (2)* Economic Development**
1
The problems and possibilities of the less developed countries.
Prerequisite: same as for 301.

Not offered in 1974-75.

Mr. Goldman

**305 (1)* Industrial Organization**
1
Analysis of the structure, conduct, and performance of particular industries in the economy.
Prerequisite: 201.

Mrs. Crandall

**307 (1) Consumption and Marketing**
1
Analysis of the theory of consumer choice and of market models applied to patterns of income, spending, and saving.
Prerequisite: 201, 202, and 211.

Not offered in 1974-75.

Mrs. Bell

**310 (2) Public Finance**
1
Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.
Prerequisite: 201.

Mrs. Ladd

**312 (2) Economics of Accounting**
1
How economists use accounting data in financial analysis and cost accounting in determining price policy and capital spending. Social accounting and the economy: aggregate data and their analysis.
Prerequisite: 201.

Ms. Brush

**314 (1) International Economics**
1
Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments.
Prerequisite: 201 and 202.

Ms. Kornblith

**315 (2) History of Economic Thought**
**1**
The development of economic thought from ancient to modern times. A brief survey of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.
Prerequisite: 201.

Mr. Clemence

**316 (2) Recent Economic History**
**1**
Economic history from the depression to the "new" economics. Stagnation, growth, and inflation: an analysis of the major economic events of the 1950's and the 1960's.
Prerequisite: 202.

Mr. Morrison

**317 (2) Seminar. Mathematical Economics**
**1**
Applications of elementary calculus to selected topics in economic theory. Use of basic econometric techniques to estimate consumption, investment, and price relationships. Problems and use of computation facilities.
Prerequisite: same as for 307.

Mr. Flynn

**330 (1) Seminar. The Distribution of Income**
**1**
A theoretical and empirical study of the distribution of income. Who gets what in the American economy? Problems of equity and efficiency. Social policy, including measures to equalize income, to redistribute income, or to influence its receipt and expenditure.
Prerequisite: 201 and 202, one of which may be taken concurrently.

Mr. Bronfenbrenner

**335 (2) Seminar. Economics of Education**
**1**
The financing of public education; the effort to finance rapidly rising costs and increased productivity in a service industry. Public versus private education. Society's investment in education as a form of capital. The redistributional effects of taking and spending on education; financial aid at private colleges; discrimination between the sexes and races in educational opportunities; the net measurable output of education. Education in the developing countries.
Prerequisite: same as for 314.

Mrs. Ilchman

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors who have taken 201 and 202.

**355 (1-2) Tutorial and Seminar**
**2**
A survey of economic theory and policy. Seminar reports on research and independent study; tutorials for 100 (1) and 101 (2) conducted by each student.
Open upon department recommendation to senior majors.

Mr. Clemence

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

The complete survey course consists of both 100 and 101. Neither 100 nor 101 is a prerequisite for the other and either may be elected separately for one unit of credit.

A student who plans to take any course after 100 and 101 should consult either the instructor or the department chairman.

Courses 201, 202, and 211 are required for the major and should be taken at Wellesley. If a student proposes to take these courses at another institution, these plans must be approved in advance by the department chairman. Either Economics 203 or 204 is recommended for the major. At least half of the Grade III units in the major should be taken at Wellesley. Plans to elect more than half of the advanced level work at another institution must receive prior approval from the chairman.

Students planning careers in business or law should also give special consideration to 205, 210, 305, 307, 310, 312, and 314. Those who plan to study economics in graduate school should take 317.

All students are strongly urged to take mathematics as a related subject. For those going into graduate work in economics, calculus and linear algebra have proven to be particularly helpful.

# EDUCATION

Professor:
Ilchman

Associate Professor:
Bradley (Chairman)

Assistant Professor:
Sleeper

Associate in Education:
Goodman, Rokicki

**101 (1) (2) Education in Historical Perspective**
**1**
Origins of compulsory mass education. Influence of Plato, Comenius, Fichte, Kant, Jefferson, Franklin, Mann, Barnard, and others upon the structure of education. Contributions of mass education to cultural development.
Open to all students except those who have taken [201].

Mrs. Bradley, Mr. Sleeper

**200 (1) (2) Modern Philosophies of Education**
**1**
Impact of such philosophies as idealism, realism, experimentalism, reconstructionism, and existentialism on education and its generation of socio-ethical values and responsibilities. Not open to students who have taken [100].
Prerequisite: 101 or [201].

Mrs. Bradley

**216 (1) (2) Sociology of Education**
**1**
The school as a social system, the politics and economics of schooling; organizational constraints on the schools; the influence of environment and groups on learning. Not open to students who have taken [206].
Prerequisite: Sociology 102.

**300 (1) The Secondary School**
**1**
Aims, organization and administration of United States secondary schools, including "free" schools. Topics include history of the secondary school, secondary school education in relation to adolescent development and the role of the secondary school in the community.
Prerequisite: 101.

Mr. Sleeper

**301 (2) Comparative Studies of Educational Systems**
**1**
Study of the impact of old and new educational policies, plans, and ideals as seen in various sections of the United States and in selected foreign countries.
Open by permission of the instructor.

Mrs. Bradley

**302 (2) Methods and Materials of Teaching**
**1**
Study and observation of teaching objectives and classroom procedures in secondary schools. Review of learning theories. Examination of curriculum materials in major teaching fields and of curriculum planning in general. Open only to seniors doing student teaching. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Prerequisite: 300 or permission of the instructor. Corequisite: 303.

Mr. Sleeper

**303 (2) Curriculum and Supervised Teaching 1**
Observation, supervised teaching, and curriculum development in student's teaching fields throughout the semester. Attendance at secondary school placement required five days a week. Students electing 302 and 303 may include in addition one unit of independent study in the same semester. Corequisite: 302.

Mr. Sleeper

**350 (1) (2) Research or Individual Study 1 or 2**
Open to juniors and seniors by permission.

The department offerings are intended to acquaint students systematically with the history of compulsory free education as developed in the United States and now practiced in many countries under different forms, the philosophies which underlie these efforts, the problems to be solved, and, as an adjunct, to aid students who wish to enter teaching immediately after graduation.

Students who intend to teach should (in their freshman year if possible) consult the department concerning the various city and state requirements for the certificate to teach and the appropriate undergraduate preparation for fifth year and paid intern programs which combine professional study with further study in teaching fields and lead to advanced (M.A.T., Ed.D., Ph.D.) degrees.

For those interested in secondary school teaching upon graduation, the following program is recommended:

| | |
|---|---|
| Freshman year: | Education 101 and Psychology 101 |
| Sophomore year: | Education 200, and Psychology 212 or 217 or 219 |
| Junior year: | Education 300, and 216 or 301 |
| Senior year: | Education 302 and 303 |

Preparation to teach in elementary schools should include:

| | |
|---|---|
| Freshman year: | Education 101 and Psychology 101 |
| Sophomore year: | Education 200 and Psychology 207 |
| Junior year: | Education 216 or 301; Psychology 212 or 217 |

A summer program, preferably preceding the senior year, at another accredited institution should include Methods and Supervised Teaching for the Elementary School. With careful planning the same courses can be taken under the Twelve College Exchange Program.

# ENGLISH

Professor:
Corsa (Chairman), Lever, Quinn, Layman•, Ferry, Garis•, Spacks, Craig

Associate Professor:
Gold, Pinsky•

Assistant Professor:
Gertmenian, Linfield, Sabin, Cole, Faville, Spillers, Killoh

Instructor:
Saunders, Beaton

Lecturer:
Eyges, Stubbs, Hilferty[3], Moss[3], Bidart[3]

Visiting Professor:
Vogler[3]

**108 (2) Interpretations of Man in Western Literature**
1
For description and prerequisite see Extra-departmental 108.

Not offered in 1974-75.

**109 (1) (2) Expository Writing I**
1
Instruction in the fundamentals of writing expository essays.
Open to all students.

The Staff

**110 (2) Expository Writing II**
1
A continuation of 109. Weekly assignments designed to meet the student's particular interests and needs. Frequent conferences.
Open to students who have taken 109 and have the consent of their advisor or class dean.

Mrs. Stubbs

**150 (1) (2) Colloquia**
1
For directions for applying see p. 204.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. The adolescent hero

Studies of the adolescent hero or heroine in autobiography and fiction, concentrating on distinctions of genre and characterization, with attention to the psychological and historical issues involved.

Mrs. Spacks, Ms. Killoh

b. Black poetry

Poetry of the Afro-American people, with examples from other poets of African descent or Third World orientation.

Ms. Spillers

(2)
a. Women writers and women's problems

A study of selected writings by women, with attention to modes of feminine self-awareness and self-presentation.

Ms. Saunders, Mrs. Eyges

b. The democratic myth

The national myth of democratic equality in pre-Civil War American writing. Selections from Thoreau, Hawthorne, and Whitman read along with the essays and speeches of politicians and dissenters, particularly advocates of rights for slaves and women.
Open to freshmen and sophomores, and especially recommended for American studies majors.

Mrs. Cole

**200 (1) (2) Short Narrative**
1
Sketches and the short story. For interested students, experience in the writing of one-act plays.
Open to all students by permission of the instructor.

Miss Lever, Mr. Vogler, Ms. Spillers, Mrs. Moss

**201 (1) (2) The Critical Essay**
1
A working study of the process by which one arrives at interpretation and judgment of a literary work. Writing and revising of critical essays in conjunction with readings in important contemporary criticism. Usually organized around the work of a single author.
Open to all students.

Miss Craig, Mrs. Gertmenian, Ms. Killoh

**202 (1) (2) Poetry**
1
The writing of short lyrics and the study of the art and craft of poetry.
Prerequisite: same as for 200.

Mr. Ferry, Mr. Bidart

**209 (1) (2) Studies in Poetry**
1
Intensive study of essential techniques and backgrounds of poems. Continuity will be provided through concentration on the history of the lyric. Strongly recommended as preparation for 210, 230, 231, and other poetry courses.
Open to all students.

Mr. Ferry, Mrs. Gertmenian, Mrs. Cole, Mrs. Sabin, Ms. Saunders, Mr. Beaton

**210 (1) (2) Modern Poetry**
1
British and American poetry and poets, recent and contemporary.
Open to all students.

Mr. Linfield, Mr. Beaton

**212 (1) (2) Modern Drama**
1
The study of British, American, and European drama from Ibsen to the present.
Open to all students.

Mrs. Gertmenian, Mr. Linfield, Mr. Faville, Mrs. Cole

**215 (1) (2) Shakespeare**
1
The study of a number of representative plays with emphasis on their dramatic and poetic aspects.
Open to all students.

Miss Lever, Miss Craig, Mr. Beaton

**217 (2) Milton**
1
A study of Milton's lyric, epic, and dramatic poetry and some prose.
Open to all students.

Miss Lever

**218 (1) The History of the English Novel I**
1
The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
Open to all students.

Miss Corsa, Mrs. Spacks, Mrs. Gertmenian

**219 (2) The History of the English Novel II**
1
The 19th century English novel from the Brontës to Joyce.
Open to all students.

Miss Corsa, Mr. Linfield, Mrs. Sabin, Ms. Saunders

**220 (1) Chaucer**
1
A study of Chaucer's poetry tracing the development of his art, with some attention to the relation of his work to the social and literary background of his time.
Open to all students.

Miss Corsa

**223 (1) American Literature I**
1
A survey of American literature from its Puritan beginnings to *Moby-Dick*. Emphasis upon major figures.
Open to all students.

Mr. Quinn, Mrs. Cole

**224 (2) American Literature II**
1
American writers from Whitman to World War I. Emphasis upon major figures.
Open to all students.

Mr. Quinn, Ms. Saunders

**225 (1) (2) American Literature III**
1
American writers from World War I to the present: prose and poetry.
Open to all students.

Mr. Quinn, Mrs. Cole, Ms. Spillers, Ms. Saunders

**226 (1) (2) Studies in Fiction**
1
Studies of the nature of prose fiction. Readings drawn principally from British, American, and European writers of the 19th and 20th centuries. Usually organized around a central topic or theme.
Open to all students.

Mr. Quinn, Mr. Faville, Ms. Killoh

**228 (2) Black Literature in America**
1
Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.
Open to all students.

Ms. Spillers

**230 (1) Romantic Poets I**
1
Poems and critical writings of Wordsworth and Coleridge.
Open to all students.

Mr. Ferry

**231 (2) Romantic Poets II**
1
Poems and critical writings of Byron, Shelley, and Keats.
Open to all students.

Mr. Faville, Mr. Bidart

**232 (1) (2)* English Comedy in Various Genres**
1
The development, variety, and continuity of English comic writing.
Open to all students.

Not offered in 1974-75.

**233 (2)* English Tragic and Heroic Drama**
1
Continuity and change in English drama before the modern period, with emphasis on the 16th and 17th centuries.
Open to all students.

Mr. Gold

**301 (1) The Short Story**
1
Techniques of short story writing together with practice in critical evaluation of student work.
Open by permission of the instructor to students who have taken one Grade II writing course.

Mrs. Moss

**302 (2) Fiction**
1
Intensive practice in the writing of prose fiction, the short story, or novella, according to the interest of the individual student.
Prerequisite: same as for 301.

Mr. Bidart

**305 (1) Advanced Studies in Shakespeare I**
1
Plays written between 1591 and 1606, such as *Richard II*, *Henry IV*, *Much Ado about Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*.
Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, and by permission of the instructor to other qualified students.

Miss Craig, Mrs. Sabin

**306 (1) (2) Advanced Studies in Shakespeare II**
1
Plays written between 1606 and 1611, such as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.
Prerequisite: same as for 305.

Mr. Ferry, Miss Craig, Mrs. Gertmenian

**307 (2)* Criticism**
1
Problems and principles of critical theory, with emphasis upon modern critical trends.
Prerequisite: same as for 305.

Miss Craig

**308 (2)* The Middle Ages and Renaissance in England**
1
Permanence and change in some major literary forms from 1350 to 1600. Special attention given the religious and intellectual ferment of the 16th century. Reading, both intensive and extensive, to include (partly in modern versions) *Gawain and the Green Knight*, *Piers Plowman*, More, Sidney, Marlowe, and Spenser.
Prerequisite: same as for 305.

Miss Lever

**310 (2)* The Age of Satire**
1
A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.
Prerequisite: same as for 305.

Mrs. Spacks

**311 (2)* From Neoclassic to Romantic**
1
The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Wordsworth
Prerequisite: same as for 305.

Not offered in 1974-75.

**312 (1) The English Language**
1
The history of the English language beginning with Indo-European roots, including an introduction to Anglo-Saxon and Middle English dialects, and ending with English as a world language. Special emphasis on the ways words change meaning and on the shift from a synthetic to an analytic grammatical system. Individual research into the behavior of the English language in literary, social, political, or scientific contexts.
Prerequisite: same as for 305.

Miss Lever

**313 (1)* The Poet-Critic**
1
Such authors as Sidney, Dryden, Johnson, Coleridge, Arnold, and Eliot, studied as makers of English criticism and as examples of interaction between the practice and theory of poetry.
Prerequisite: same as for 305.

Not offered in 1974-75.

**314 (1) The Victorian Crisis**
1
A study of the ways in which Mill, Carlyle, Arnold, Ruskin, Morris, and Wilde faced the need for radical reconstruction of values and attitudes.
Prerequisite: same as for 305.

Mr. Linfield

**315 (2) Victorian Poetry**
1
The dominant themes and procedures of the period between Landor and Yeats including such poets as Tennyson, Arnold, Hopkins, and Hardy.
Prerequisite: same as for 305.

Mr. Vogler

**316 (2) Donne and Jonson and Their Followers**
1
Close study of major poems by Donne, Jonson, Herbert, and Marvell, with some attention to King, Carew, Herrick, and Suckling. Some readings in prose.
Prerequisite: same as for 305.

Mrs. Spacks

**317 (1) American Literature IV**
1
Topic for 1974-75: Studies in the fiction of Hawthorne, James, and Faulkner, with emphasis on the continuation between Hawthorne and the other two.
Prerequisite: same as for 305.

Mr. Quinn

**318 (1) (2) Advanced Studies in the Novel**
1 or 2
Critical problems in the field of fiction as seen in the work of several major English and American novelists selected for the most part from the 20th century.
Prerequisite: same as for 305.

Mr. Faville, Ms. Killoh

**319 (2) Advanced Studies in Modern Poetry**
1
An investigation of the historical, biographical, technical, and aesthetic provenance of such influential single volumes of poetry as W. B. Yeats' *The Tower* and Robert Frost's *North of Boston.*
Prerequisite: same as for 305.

Mr. Beaton

**320 (1) (2) Literary Crosscurrents**
1 or 2
First semester: Blake. Poems and minor prophetic writings studied in the context of the French Revolution as it affected consciousness in England during the 1790's.
Prerequisite: same as for 305.

Mr. Gold

Second semester: Henry James and traditions of fiction. Selected novels and criticism by James in the context of the novelists who interested and influenced him, especially Balzac, Flaubert, George Eliot, Hawthorne.
Prerequisite: same as for 305.

Mrs. Sabin

**321 (1) Seminar**
1
Topic for 1974-75: Shakespeare's sonnets.
Prerequisite: same as for 305.

Mr. Ferry

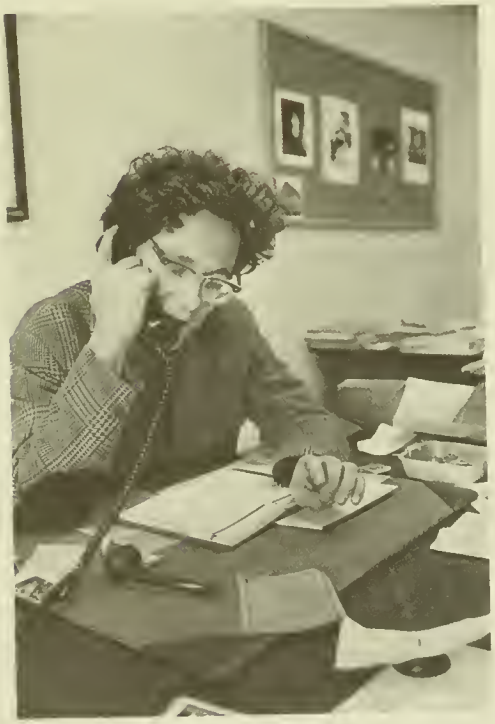
**322 (2) Seminar**
1
Topic for 1974-75: Literature and language. The elucidation of literary works through a study of their language and the language of the time.
Prerequisite: same as for 305.

Mr. Linfield

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

## Directions for Election



Grade II level literature courses are open to all students. Special attention is called to 209, which offers fundamental and rigorous practice in methods of interpretation of a literary text. Other courses isolate certain major figures or periods for concentrated study, or address themselves to continuing themes and issues. In choosing their courses students are encouraged to consult with their instructors and with other members of the department generally. More complete descriptions of every course, composed by their instructors, are posted every fall and spring on bulletin boards in Founders Hall, and are available from the department secretary.

English majors must take at least one course in Shakespeare, ordinarily at the advanced level. In addition, majors should work closely with their advisors in arranging a program of study with these objectives: (a) ability to interpret a text (b) an understanding of some of the major works, authors, and periods that comprise the history of English and American literature (c) a developing interest in some special field of study, such as the English Renaissance, drama, criticism, modernism.

Students of at least B standing in the work of the department will have first consideration when applying for admission to seminars and for independent work (350).

The department offers a choice of three programs for Honors. Under Program I (English 370, carrying two to four units of credit) the honors candidate does independent research or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. The candidate who elects Program II takes a written examination in a field defined by several related courses she has taken (e.g., the Renaissance, drama, criticism). The candidate who elects Program III presents a dossier of essays written for several courses, with a statement of connections between them and critical questions raised by them. An oral examination is required in all Honors Programs.

Courses 109, 200, 201, and 202 are planned as workshops in writing with informal group meetings and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301 and 302 continue the same plan at an advanced level.

Students interested in writing fiction and poetry can apply for one or two units of 350 in writing, in addition to taking the other writing courses listed, 200, 202, 301, 302. It is strongly recommended that majors electing several writing courses should also elect a strong program in literature courses in consultation with their advisors. In general, enrollment in writing courses is limited to 15.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 233, 235, 238, 239, 242, 301; Philosophy 203, 204; Grade II and Grade III courses in foreign literatures; Extradepartmental 101, 104, 108, 201, 202, [226], [227], 228, 229, 231, 330, 331; and courses in theatre studies.

A reading knowledge of at least one ancient o modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

# FRENCH

Professor:
Lafeuille, Galand, François, McCulloch (Chairman)

Assistant Professor:
Stambolian, Coquillat, Mistacco, Weinreb

Instructor:
Lydgate, Robbins, Gaquin

Lecturer:
McPherrin•, Uzan[3]

Visiting Lecturer:
Vaissière[3]

All courses are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Qualified students are encouraged to spend the junior year in France. See p. 45.

The department offers to students who do not have a knowledge of French the following courses in French literature in translation: Extradepartmental 222, 223, 224.

**100 (1-2) Beginning French**
**2**
Intensive oral training and practice in reading and writing, supplemented by regular use of the language laboratory, and in the second semester, by selected literary texts; exploration of fundamental relationships of the language to French culture. Three periods.
Open only to students who do not present French for admission.

The Staff

**102 (1-2) Intermediate French**
**2**
Short stories, novels, plays, and films illustrating aspects of French culture. Stress on grammar, vocabulary, and pronunciation. Oral and written work. Three periods.
Prerequisite: 100 or two admission units in French.

The Staff

**104 (1-2) The Literature and Language of Modern France**
**2**
Analysis of selected modern texts: fiction, drama, poetry. Grammar review. Study of vocabulary and pronunciation. Frequent written work and oral practice. Three periods.
Prerequisite: 102 or three admission units in French.

The Staff

**201 (1-2) French Literature through the Centuries**
**1 or 2**
First semester: Middle Ages through the 17th century. Second semester: The 18th century to the present. Class discussion of selected masterpieces, short papers, outside reading. One unit of credit may be given for the first semester.
Prerequisite: 104 or four admission units in French; by permission of the instructor, 102.

The Staff

**203 (1-2) Introduction to Literary Analysis**
**2**
Study of the major genres: novel, drama, poetry; an effort will be made to acquaint the student with the main approaches of criticism. Class discussion, oral reports, short papers.
Prerequisite: same as for 201.

The Staff

**205 (1) (2) French Society Today**
**1**
Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.
Prerequisite: same as for 201.

Mr. Uzan

**212 (1) Medieval French Literature I**
**1**
French literature from the *Chanson de Roland* through Villon. Medieval texts read in modern French.
Prerequisite: 201 or 203 or 205. Open to qualified freshmen by permission of the chairman.

Miss McCulloch

**213 (1) (2) French Drama in the Twentieth Century**
**1**
Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.
Prerequisite: same as for 212.

Mr. Stambolian, Mr. Uzan

**214 (1) (2) The French Novel in the Nineteenth Century**
1
Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.
Prerequisite: same as for 212.

Mr. Stambolian, Ms. Mistacco

**215 (2) Baudelaire and Symbolist Poets**
1
The nature of the poetic experience studied in the post-romantic poetry of the 19th century.
Prerequisite: same as for 212.

Mr. Galand

**216 (2) The French "New Novel"**
1
Recent experiments in fiction, with discussion of drama and film. Emphasis on the works and theoretical writings of Robbe-Grillet, Sarraute, Butor, and Beckett. Both traditional and creative criticism.
Prerequisite: same as for 212.

Mr. Stambolian

**218 (1) Black Literature in French**
1
Its origin and development in Africa, France, and the Caribbean. Analysis of representative poetry, fiction, drama, and essays.
Prerequisite: same as for 212.

Not offered in 1974-75.

**222 (1) (2) Studies in Language I**
1
A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas, especially the *dissertation* and the *explication de texte*. Not open to freshmen in the first semester.
Prerequisite: 104, or 102 by permission of the instructor.

Mr. Lydgate

**224 (1) (2) French Speech**
1
Comparative study of the articulation, rhythm and intonation of spoken French and English, combining theory and practical applications. Regular use of the language laboratory. Not open to freshmen in the first semester. Recommended to students majoring in French.
Prerequisite: same as for 222.

Miss Vaissière

**249 (1) (2) Selected Topics**
1 or 2
First semester: Workshop in writing.
Prerequisite: same as for 212.

Mr. François

Second semester: The French and their concepts. A study in depth of the various myths inherent in French civilization with a strong political and sociological emphasis: from the Cartesian myth to the structuralism of Lévi-Strauss.
Prerequisite: same as for 212.

Miss Coquillat

**300 (2) Sixteenth Century Literature**
1
Studies in the Renaissance. Authors include Rabelais, Ronsard, and Montaigne.
Prerequisite: two Grade II units of French literature.

Not offered in 1974-75.

Miss Lafeuille

**301 (1) Seventeenth Century Literature I**
1
Baroque and Précieux poets. *L'Astrée*. The birth of the classical theatre: Corneille. Descartes, Pascal.
Prerequisite: same as for 300.

Mr. François

**302 (2) Seventeenth Century Literature II**
1
The classical theatre: Molière, Racine. Lafayette, La Fontaine, La Bruyère.
Prerequisite: same as for 300.

Mr. François

**304 (2) The Novel from Rousseau to Sade**
1
The affirmation of self in late 18th century fiction. Authors studied: Rousseau, Diderot, Laclos, Sade.
Prerequisite: same as for 300.

Ms. Mistacco

**305 (1) Studies in Romanticism**
1
The Romantic Spirit: the visionary side of Romanticism in the works of Nodier, Balzac, Mérimée, Hugo, Nerval, Lautréamont.
Prerequisite: same as for 300.

Miss Coquillat

**306 (1) French Poetry in the Twentieth Century**
1
Studies in the poetry of Valéry, Apollinaire, Breton, Saint-John Perse, Char, Ponge.
Prerequisite: 215 or one Grade III unit of French literature.

Mr. Galand

**307 (2) The French Novel in the Twentieth Century**
1
Modern theories, critical perspectives, and modes of narrative fiction studied in the works of Proust, Gide, Malraux, Sartre, Camus, Robbe-Grillet.
Prerequisite: 214 or 216 or one Grade III unit of French literature.

Mr. Galand

**308 (2) Studies in Language IIa**
1
Comparative stylistics: a normative approach to the problems of translation.
Prerequisite: one Grade III unit of French literature and 222, or permission of the instructor.

Mr. François

**309 (1) Studies in Language IIb**
1
Translation into French from novels, essays, and poetry. Study of French style through analysis of selected texts.
Prerequisite: same as for 308.

Miss Lafeuille

**312 (1) Medieval French Literature II**
1
See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.
Open by permission of the instructor.

Miss McCulloch

**319 (1) As Women See Themselves**
1
Women in contemporary French society as seen by the present generation of women writers, from Simone de Beauvoir to Françoise Mallet-Joris and others. The course will take, as a starting point, the major patriarchal characterizations found in Balzac's *Le Lys dans la Vallée* and Flaubert's *Madame Bovary*. Background material drawn from men and women thinkers, past and present.
Prerequisite: two Grade II units of French literature or permission of the instructor.

Miss Lafeuille

**321 (2) Seminar**
1
Topic for 1974-75: Rabelais. Discussion of Rabelais' Five Books, with emphasis on *Pantagruel*, *Gargantua*, and the *Tiers Livre*; Rabelais' position in the shifting cultural patterns of the early Renaissance in France.
Open by permission of the instructor to students who have taken two Grade III units of French literature.

Mr. Lydgate

**350 (1) (2) Research or Individual Study**
1 or 2
Prerequisite: same as for 321.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

## Directions for Election

Course 100 is counted toward the degree but not toward the major. Students who begin with 100 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. A student may not count toward the major both 102 and 104. Course 104 may not be elected by students who have taken both 100 and 102.

Upperclassmen majoring in French (with the exception of those who carried two Grade II units in the freshman year) should not elect more than three Grade II units without permission of the department. Majors are required to take two of the following courses: 222, 308, 309. In some cases 224 may also be required.

Courses in other foreign language and literature departments, in art, history (especially 242 and 243), philosophy, English, Extradepartmental 330 and 331, and Religion and Biblical Studies 104 and 105 are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

# GEOLOGY

Assistant Professor:
Kamilli (Chairman), Andrews

Instructor:
Nedland

**102 (1) (2) Introduction to Geology**
1
Fundamental facts and principles of earth behavior and history with special reference to Massachusetts and New England. Current problems in oceanography, continental drift, and lunar geology. Field trips and laboratory include study of minerals, rocks, fossils, topographic and geologic maps.
Open to all students.

Ms. Kamilli, Mr. Andrews, Mr. Nedland

**200 (2) Historical Geology**
1
The geologic history of North America and the evolution of life as revealed in the fossil record. Paleogeography and ancient sedimentary and tectonic environments. Field trips will develop the geologic history of the region. Laboratory.
Prerequisite: 102 or permission of the instructor.

Mr. Andrews

**202 (2) Mineralogy**
1
Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and phase diagrams. Laboratory.
Prerequisite: two units of physical science, preferably Chemistry [106] and/or [107], or permission of the instructor.

Ms. Kamilli

**205 (1)* Invertebrate Paleontology**
1
The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, animal size and shape relationships, and the theory of evolution. Laboratory and field trips.
Prerequisite: 102 or 200 or one unit in biology or permission of the instructor.

Mr. Andrews

**206 (2)* Structural Geology**
1
The recognition, description, and causes of deformation of the earth's crust. Topics include the tectonic history of mountain ranges, scale models of geologic structures, mechanics of folding and faulting, comparison of the structure of the Alps and the Appalachians, plate tectonics, and sea floor spreading. Laboratory, field work, and field trips.
Prerequisite: 102 and 200, or permission of the instructor.

Mr. Andrews

**208 (1)* Marine Geology**
1
Geology of the ocean floor with emphasis on shoreline and submarine processes, ocean currents and sediments, origin and development of the continental shelves. Other subjects will include study of submarine canyons, coral reefs, ocean basin tectonics, the deep sea floor, and ocean life. Field trips to Woods Hole and Cape Cod. No laboratory.
Prerequisite: same as for 200.

Not offered in 1974-75.

**304 (1)* Stratigraphy and Sedimentation**
1
The formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments and paleoecology, correlation by fossils and radiogenic techniques, transportation, deposition and consolidation of sedimentary particles. Laboratory. Field trips to both modern sedimentary environments and their ancient rock analogues.
Prerequisite: 102 and 200, or permission of the instructor.

Not offered in 1974-75.

**307 (1)* Optical Mineralogy**
1
Basics of optical crystallography. Application of modern methods to the identification of silicates in grains and thin section. Laboratory.
Prerequisite: 202 or Physics 202.

Not offered in 1974-75.

**309 (2)* Petrology**
1
Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections under the petrographic microscope. Laboratory.
Prerequisite: 202 and 307, or permission of the instructor.

Not offered in 1974-75.

**310 (1)* Research Methods in Geology**
1
Problems in geologic data analysis using statistical and computer methods, macro-, micro-, and x-ray photography, field mapping, mineral separation, and x-ray diffraction techniques. Other topics will be chosen according to students' interests. Laboratory. Field work.
Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Mr. Andrews

**349 (1) (2) Seminar**
1
Topics in geology to be selected with consideration for students' interests.
Prerequisite: Grade II course in geology and permission of the instructor.

Ms. Kamilli, Mr. Nedland

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
2
Required of all honors candidates in the department.

## Directions for Election

In addition to eight units in geology, the minimum major requires four units from other laboratory sciences or mathematics. (All four units may not be taken in the same department.) Advanced courses in mathematics, chemistry, or physics will be suggested according to the student's needs, interests, and ability.

A student planning graduate work should note that most graduate geology departments require at least a full year (two units) each of chemistry, calculus, and physics. (Biology often may be substituted for physics if the student is interested in paleontology.) In addition, graduate study usually requires a reading knowledge of French and/or German or Russian.

The department strongly recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.

# GERMAN

Professor:
Goth (Chairman)

Assistant Professor:
Duckworth, Ward

Lecturer:
Deutsch, Sanson[3]

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which the student seems best prepared regardless of the number of units the student has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit 102 and proceed with 202.

Qualified students may be recommended to spend the junior year in Germany. See p. 45.

**100 (1-2) Elementary German**
2
Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Three periods.
Open to students who do not present German for admission.

The Staff

**102 (1-2) Intermediate German**
2
Intensive language study: emphasis on idiomatic usage and on syntax. Introduction to the critical study of literary texts, mainly 19th and 20th centuries. Three periods.
Prerequisite: 100 or two admission units in German.

The Staff

**201 (1) Language in Thought and Action**
1
Intensive review of advanced grammar and syntax with emphasis on strengthening vocabulary and idioms. Designed to promote functional grasp of stylistics and semantics in conversation, exercises in expository writing, and translation. Geared to need, interest, and ability of individual students to some degree. Three periods.
Prerequisite: 102, or three or more admission units of German, or, by permission of the department, 100. Permission will be based on a satisfactory grade in 100 and summer work.

Mrs. Duckworth, Ms. Ward

**202 (1-2) Patterns in Literary Thought**
2
Modern drama, poetry, and prose and their historical, formal, and philosophical relations to works of earlier periods. Three periods.
One unit of credit may be given for the first semester. 202 (2) may be taken independently after 201 (1).
Prerequisite: same as for 201.

Miss Goth, Mrs. Deutsch

**204 (1) Goethe I**
1
Lyric, prose, and drama before Goethe's return from Italy.
Prerequisite: 202 (1) and (2), or 201 and 202 (2).

Miss Goth

**205 (1)* Studies in Romanticism**
1
Romantic thought, discovery of the unconscious: Friedrich Schlegel, Brentano, Novalis, E. T. A. Hoffmann, Eichendorff, and others.
Prerequisite: same as for 204.

Ms. Ward

**206 (2)* Nineteenth Century Literature**
1
Late Romanticism and Realism with special emphasis on the development of the *Novelle* as a genre. Mörike, Stifter, Keller, C. F. Meyer, Droste-Hülshoff, Storm, and Fontane.
Prerequisite: same as for 204.

Ms. Ward

**210 (1)* German Drama**
1
Theory and practice between the age of Gottsched and Brecht. The theories of Gottsched, Lessing, Schiller, Hebbel, and Brecht will be included as well as the drama of Schiller, Büchner, Kaiser, and others.
Prerequisite: one Grade II unit.

Not offered in 1974-75.

**221 (2) Politics and Literature in Post-War Germany**
1
For description and prerequisite see Extra-departmental 221.

Not offered in 1974-75.

**304 (2) Goethe II**
1
Goethe, the poet and the thinker, with emphasis on *Faust*, and his writings after 1788.
Prerequisite: 204.

Miss Goth

**308 (1)* Literature of the Late Nineteenth and Early Twentieth Centuries**
1
Intellectual and aesthetic trends of the period. Varied texts: drama, poetry, and prose of representative authors such as Nietzsche, Hofmannsthal, Rilke, Thomas Mann, Hesse and others.
Prerequisite: two Grade II units.

Not offered in 1974-75.

Miss Goth

**310 (1)* Studies in Poetry**
1
Study of techniques and historical background. The development of German poetry from the Baroque to the modern times. With emphasis on poets such as Gryphius, Goethe, the Romantics, Rilke, Hofmannsthal, Benn, and some contemporaries.
Prerequisite: two Grade II units.

Miss Goth

**312 (2) Literature of the Twentieth Century**
1
Aspects and tendencies of 20th century literature from the First World War to the present time.
Prerequisite: three Grade II units or permission of the instructor.

Not offered in 1974-75.

Miss Goth

**349 (2) Seminar. The Writer and His Age**
1
Intensive study of the works of one or two writers in relation to philosophical, historical, and literary trends of their periods. Topic for 1974-75: Schiller.
Prerequisite: one Grade III unit.

Miss Goth

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

## Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit 102 and take 202 or 201.

Students intending to major in the department are requested to take 202, or 201 and 202 (2), 204, 304, and at least two further Grade III units.

Courses 205, 210, 312, and one seminar are strongly recommended for the major.

Courses in art, history, philosophy, English, literature courses in other foreign language departments, and Extradepartmental 221, 330, and 331 are recommended.

# GREEK AND LATIN

Associate Professor:
Lefkowitz, Geffcken (Chairman)

Assistant Professor:
Frame, Dickison•, Brown, Marvin

Instructor:
Fant[3]

**102 (1) (2) Beginning Greek**
1
Fundamentals of the Greek language. Reading from classical authors and from the New Testament. Four periods.
Open to students who do not present Greek for admission.

Ms. Brown, Miss Marvin

**103 (1) (2) Introduction to Greek Literature**
1
Reading from classical authors and from the New Testament. Intensive review of grammar and syntax.
Prerequisite: [100 (1)] or 102.

Miss Marvin, Ms. Brown

**104 (1) Classical Mythology**
1
The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.
Open to all students.

Mrs. Lefkowitz

**105 (1) Introduction to Historical Linguistics**
1
For description and prerequisite see Extradepartmental 105.

**150 (1) Colloquium**
1
For title and description see History 150 (1)d.

**201 (1) Plato**
1
*Apology*, *Crito*, and selections from the *Phaedo*. The character of Socrates and his position in the development of Greek thought. Three periods.
Prerequisite: [100] or 102 and 103, or two admission units in Greek or exemption examination.

Ms. Brown

**203 (2)* Greek Drama in Translation**
1
Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, with emphasis on their use of myth. Detailed analysis of form and imagery as they relate to the total meaning of the play. Individual research into the dramatization of Greek myths by Seneca and later playwrights.
Open to all students.

Mrs. Lefkowitz

**204 (2)* Greek Epic in Translation**
1
The composition and potentialities of oral style in Homer, the nature of heroic experience and the type of society which produces heroic epic. Hesiod's development of Homeric themes and form, the societal influences which contribute to such changes. Apollonius of Rhodes' archaistic treatment of epic as evidence of Hellenistic Greeks' perceptions of their own literary heritage.
Open to all students.

Not offered in 1974-75.

**205 (2) Homer's *Iliad***
1
Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.
Prerequisite: 103 or 201.

Mr. Frame

**208 (2) Myth and the Role of Women**
1
Intensive study of Greek myths concerning feminine experience. Investigation of the influence of these myths on pagan and Christian narrative prose in later antiquity. The survival of ancient plot types in contemporary fiction.
Prerequisite: 104.

Not offered in 1974-75.

**230 (2) History of Greece**
1
For description and prerequisite see History 230.

Not offered in 1974-75.

**302 (1)* Aeschylus and Sophocles**
1
Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.
Prerequisite: 205.

Mrs. Lefkowitz

**303 (2)* Myth and History in the Archaic Age**
1
Investigation of the narrative methods of recording significant past experience; the evaluation of the relationship of the past to events of the first half of the 5th century; the restrictions on perception imposed by style and structure in both prose and poetry. Reading in Greek from Herodotus and the lyric poets.
Prerequisite: 205.

Ms. Brown

**304 (1)* Euripides**
1
Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.
Prerequisite: 205.

Not offered in 1974-75.

**305 (2)* Aristophanes**
1
Contemporary reactions to ethical conflicts confronting the state and the individual in the last half of the 5th century B.C. The use of comedy in defining new mythology, vocabulary, and linguistic structures. Reading of two plays in Greek, others in English.
Prerequisite: 205.

Not offered in 1974-75.

**349 (1) (2) Seminar**
1 or 2
First semester: The Greek language. Study of the origins and development of the Greek language, with particular emphasis on Homer and the archaic period. The course will combine the reading of Greek texts with an introduction to the methods and possibilities of historical linguistics. Second semester: Plato and the development of conceptual language. Analysis of Plato's methods of expressing abstract ideas, his use and adaptation of earlier modes of discourse. Reading from *The Republic*, *The Symposium*, and the pre-Socratics.
Prerequisite: 205.

Mr. Frame

**350 (1) (2) Research or Individual Study**
1 or 2
Open to seniors by permission.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

**100 (1) Beginning Latin**
1
Fundamentals of the Latin language. Readings from classical and medieval texts. Three periods.
Open to students who do not present Latin for admission, or by permission of the instructor.

Mr. Fant

**101 (2) Introduction to Latin Literature**
1
Reading from classical Latin authors. Intensive review of grammar and syntax. Three periods.
Prerequisite: two admission units in Latin or 100 or permission of the instructor.

Mr. Frame

**103 (1) Introduction to Vergil's *Aeneid***
1
Study of the poem with selections from Books I-VI in Latin. Three periods.
Prerequisite: 101 or three admission units in Latin not including Vergil, or exemption examination.

Mr. Frame

**104 (1) Classical Mythology**
1
For description and prerequisite see Greek 104.

**105 (1) Introduction to Historical Linguistics**
1
For description and prerequisite see Extradepartmental 105.

**150 (1) Colloquium**
1
For title and description see History 150 (1) d.

**202 (1) Catullus and Cicero**
1
Love, politics, morality, and humor in the last years of the Republic. Study of the evolution of Latin poetic style and of the technique of destructive oratory.
Prerequisite: four admission units in Latin or three including Vergil or 103.

Miss Geffcken

**203 (2) Horace**
1
The development of Horace's poetic style and social commentary. Reading from *Satires* and *Odes*.
Prerequisite: same as for 202.

Mrs. Lefkowitz

**206 (2)* Latin Prose Style**
1
A study of the development of Latin style with reading and analysis of selected texts; practice in writing Latin prose.
Prerequisite: 202 or 203.

Not offered in 1974-75.

**208 (2) Myth and the Role of Women**
1
For description and prerequisite see Greek 208.

Not offered in 1974-75.

**231 (2) History of Rome**
1
For description and prerequisite see History 231.

**249 (1) (2) Selected Topics**
**1 or 2**
First semester: Latin love elegy. Traditional expressions of subjectivity and their development in the elegiac poetry of Catullus, Tibullus, Propertius, and Ovid.
Prerequisite: 202 or 203 or an AP Latin score of 5.

Miss Geffcken

Second semester: Medieval Latin. The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry.
Prerequisite: 103 or the equivalent or permission of the instructor.

Mr. Fant

**300 (1)* The Decline of the Heroic and the Epicurean Response**
**1**
Anti-heroic treatment of myth in Catullus 64; Lucretius' re-creation in poetic form of the Epicurean view of the human experience.
Prerequisite: 249.

Miss Geffcken

**301 (1)* Vergil's *Eclogues* and *Georgics* and Ovid's *Ars Amatoria***
**1**
Vergil's re-creation of the Greek pastoral and his use of didactic and descriptive poetry as a means of examining man's relationship to nature and as political and social commentary. Ovid's parody of Vergilian didactic.
Prerequisite: same as for 300.

Not offered in 1974-75.

**302 (2) Vergil's *Aeneid***
**1**
The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.
Prerequisite: same as for 300.

Miss Geffcken

**308 (1)* The Struggle for Power in the Late Republic**
**1**
The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.
Prerequisite: same as for 300.

Not offered in 1974-75.

**309 (2)* Historical Tradition, Morality, and Immorality**
**1**
Livy's portrayal of early Roman heroes as models of behavior and Ovid's and Propertius' rejection of this moral point of view.
Prerequisite: same as for 300.

Not offered in 1974-75.

**316 (1)* The Effects of Power and Authority in the Empire**
**1**
The literature of disillusion both historical and satirical with emphasis on Tacitus and Juvenal.
Prerequisite: same as for 300.

Mr. Fant

**317 (2)* Imperial Rome: The Novel**
**1**
The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.
Prerequisite: same as for 300.

Miss Geffcken

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

## Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except 150, 230, and 231.

The following may not be counted toward the major in Greek or Latin: Greek [101], [200], 203, 204, 230; Greek/Latin 104, 105, 150, 208; Latin 231.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 300 or 301, 302, and at least two units of the following: 308, 309, 316, 317. Students planning to teach are advised to elect 206.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202, but under special circumstances permission may be given to elect 249.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 197 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations. Honors candidates who are classical civilization majors should elect Plan B.

# HISTORY

Professor:
Gulick, Robinson, Preyer, Cohen, Cox (Chairman)

Associate Professor:
Auerbach•, Martin, Purcell

Assistant Professor:
Bertocci, Hay, Chaplin•[1], Conzen

Instructor:
Edwards

Lecturer:
Berlin[3]

**100 (1) (2) Medieval and Early Modern European History**
1
A study of the major ideas and institutions that have shaped western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "life-styles" of successive western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.
Open to all students.

Mr. Cox, Mr. Edwards

**101 (1) (2) Modern European History**
1
An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.
Open to all students.

Mr. Gulick, Mr. Bertocci

**102 (2)* Approach to the History of American Society**
1
An introduction to both the concepts and methods of American social history through group exploration of the development of a representative community from the colonial period to the 20th century, using original source materials to analyze in microcosm major trends in American society.
Open to all students.

Mrs. Conzen

**103 (1) The World and the West**
1
An introduction to comparative history, focusing on the changing relations between western Europe and other civilizations over the past five centuries. Discussion of technological change and the balance of power; the missionary impulse; trading-post empires; the challenge of modernization, with specific examples from Southeast Asia, Latin America, Africa, India, and the Middle East.
Open to all students.

Ms. Hay

**150 (1) (2) Colloquia**
1
For directions for applying see p. 204.
Open by permission to a limited number of freshman and sophomore applicants.

**(1)**
a. 1919. Year of the "New Negro"

For description and prerequisite see Black Studies 150.

b. 1776 and all that

An analysis of the group of American revolutionaries who rose to power and led the movement for independence from Great Britain. Materials will be drawn from primary sources of the period: letters, documents, pamphlets and newspapers.

Mrs. Preyer

c. Peasant in history: myth and fact

What is a peasant? always a huge body of mankind yet still defying ready definition. Is the peasant an anarchic and revolutionary force? the essence of conservatism or reaction? the embodiment of the "natural man"? Does he still exist at all in industrializing societies? Materials for the investigation of these questions will be drawn from a variety of historical and literary sources.

Mrs. Berlin

d. Myth and history

Exploration of the ways in which man's desire to order and visualize his experience affects his perception of factual events; analysis of the fictions in eyewitness accounts, retrospective critical narrative and moralistic biography. Reading in translation of Greek and Roman historical literature.

Mrs. Lefkowitz

(2)
a. 1919. Year of the "New Negro"

Same as 150 (1) a.

b. Heroes and heroines in medieval society

Leaders and concepts of leadership in European society between the 5th and 16th centuries. An introduction to various definitions of the "hero" since earliest times, followed by an investigation, primarily using contemporary chronicles and biographies, of the ways in which heroes in premodern European history have changed with the changing conditions for successful leadership.

Mr. Cox

**200 (2)* Quantitative Methods in Historical Analysis**
1
The understanding of historical investigation based upon statistical data, including introduction to elementary techniques for handling such data and to computer applications in history. Examples for analysis will be drawn primarily from European and American social and political history.
Open to sophomores, juniors, and seniors without prerequisite.

Not offered in 1974-75.

Mrs. Conzen

**206 (1-2) Afro-American History**
1 or 2
For description and prerequisite see Black Studies 206.

**230 (2)* History of Greece**
1
The failure of democracy in Greece; a study of the historical evidence for the development of democracy in Athens; the effects of the acquisition of an empire and the results of the confrontation with Sparta.
Open to all students except those who have taken [200].

Not offered in 1974-75.

Miss Dickison

**231 (2)* History of Rome**
1
Rome of the Caesars; political, economic, social life of the empire; attitudes toward autocratic government. Particular attention will be given to the period 27 B.C.-138 A.D.
Open to all students except those who have taken [201].

Mr. Fant

**232 (2) Medieval Civilization 1000 to 1300**
1
European society during the High Middle Ages. Kingship and a comparison of medieval states, warfare and the birth of chivalry, peasants and townsmen in an era of economic and technological change, students and churchmen in a period of intellectual ferment. An exploration of political and social ideas as expressed in contemporary sources, including art and literature. Not open to students who have taken [219].
Open to freshmen and sophomores who have had a course in medieval history, art, or literature, and to juniors and seniors without prerequisite.

Not offered in 1974-75.

Mr. Cox

**233 (1-2) The Renaissance and Reformation**
1 or 2
First semester: The Renaissance. A study of the intellectual, cultural, social, economic, and political currents of the Renaissance, especially as they converged in Florence.

Second semester: The reformations of the 16th century, including the major Protestant movements, the radicals, the Catholic Reformation, and the relationships between religious developments and the broader historical context. One unit of credit may be given for either semester. Not open to students who have taken [217].
Open to freshmen and sophomores who have taken 100 or related work in art, literature, or philosophy, and to juniors and seniors without prerequisite.

Mr. Edwards

**235 (1) Classical and Medieval Intellectual History**
1
A history of western thought from the Greeks to the end of the 14th century. Not open to students who have taken [203].
Open to qualified freshmen and sophomores (see Directions for Election), and to juniors and seniors without prerequisite.

Not offered in 1974-75.

**236 (2) Modern European Intellectual History**
1
A consideration of the history of western thought from Descartes to such contemporaries as Merleau-Ponty, with particular emphasis on man's changing notions of the relationship of self to society. Not open to students who have taken [203 (2)] or [204].
Prerequisite: same as for 235.

Mr. Bertocci

**238 (1) History of England to 1500**
1
A survey of English history from the coming of the Anglo-Saxons through the Wars of the Roses. Some attention will be given to problems of historical interpretation. Not open to students who have taken [213].
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

**239 (2) History of England, 1500 to 1700**
1
English history under the Tudors and Stuarts. The English Reformation, Elizabethan Renaissance, and 17th century revolutions will be the major themes.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

**240 (1) Modern England**
1
English history from the late 18th century to the mid-20th century. The transformation of a basically agrarian, hierarchical, traditional society into an industrial, democratic welfare state.
Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Not offered in 1974-75.

Mrs. Robinson

**242 (1) The Age of Louis XIV in France**
1
Society and government in 17th century France. The political and cultural background under Richelieu and Mazarin; social, political, and intellectual life during the Golden Age of Absolutism under Louis XIV. Not open to students who have taken [210].
Open to sophomores who have taken 100 or 101, or courses in related language and literature, and to juniors and seniors without prerequisite.

Mr. Cox

**243 (2) The Enlightenment, the French Revolution, and Napoleon**
1
French civilization in the 18th century; analysis of the causes, events, and results of the Revolution. The era of the Revolution and the Napoleonic Empire with emphasis upon political, social, and cultural developments, and their impact upon the rest of Europe. Not open to students who have taken [211].
Prerequisite: same as for 242.

Not offered in 1974-75.

Mr. Cox

**246 (1-2) History of Russia**
1 or 2
First semester: The Kievan State to 1861. Second semester: 1861 to the present, with emphasis on the Soviet State, and its institutions. One unit of credit may be given for either semester. Not open to students who have taken [209].
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken Russian 100, and to juniors and seniors without prerequisite.

Mrs. Berlin

**248 (2) Europe in the Twentieth Century**
1
A study of selected topics such as fascism, communism, and appeasement, with emphasis on England, Germany, and Russia, and some discussion of developments in France, Italy, Spain, and eastern Europe. Not open to students who have taken [202].
Open to qualified freshmen and sophomores (see Directions for Election), to freshmen and sophomores who have taken 101, and to juniors and seniors without prerequisite.

Not offered in 1974-75.

**250 (1) Colonial America, 1607-1783**
1
The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World. Not open to students who have taken [221].
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

**251 (2) The United States, 1783 to 1850**
1
The American Revolution, the formation of the Union, the development of the United States as a new nation. Not open to students who have taken [222].
Prerequisite: same as for 250.

Mrs. Preyer

**252 (1) The United States, 1850 to 1917**
1
The impact of the Civil War and Reconstruction, the emergence of an urban industrial society, and the responses of reformers to that society. Not open to students who have taken [223].
Prerequisite: same as for 250.

Mr. Purcell

**253 (2) The United States, 1917 to the Present**
1
Selected 20th century issues and problems, with emphasis on the perceptions of Americans attempting to cope with social change. Not open to students who have taken [224].
Prerequisite: same as for 250.

Mr. Purcell

**254 (1) United States Urban History**
1
Origins and development of the American urban system from the colonial period to the present, with emphasis upon changing city functions, urban physical and spatial structure and growth, group accommodation to city living, historical trends in urban politics, and problem solving. Not open to students who have taken [220].
Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Mrs. Conzen

**260 (1)* The Hispanic World**
1
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula, and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America. Not open to students who have taken [214].
Prerequisite: same as for 242.

Mr. Lovett

**261 (1)* History of Spain**
1
The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.
Prerequisite: same as for 242.

Not offered in 1974-75.

Mr. Lovett

**265 (2) History of the Middle East**
1
The social and cultural institutions of the Islamic world before 1800; the impact of the West; the rise and development of nationalist movements in the 19th and 20th centuries. Some attention will be given to Islamic influence in India, Africa, and Southeast Asia.
Open to all students.

Not offered in 1974-75.

Ms. Hay

**267 (1) History of Africa. West Africa**
1
An introduction to the history of West Africa from the ancient kingdom of Ghana to present times. The major topics will include the precolonial kingdoms, the expansion of Islam, the Atlantic slave trade, social and economic change during the colonial period, and nationalistic movements.
Open to all students except those who have taken [208].

Ms. Hay

**268 (2) History of Africa. East, Central, and Southern Africa**
1
An introduction to the history of East, Central, and Southern Africa from ancient times to the present. Topics of major interest will include migration and state formation in early times, Swahili civilization, the slave trade, colonialism and nationalism, and the continuing conflicts in Southern Africa.
Open to all students except those who have taken [208].

Ms. Hay

**271 (1) Japanese History**
1
Japanese history from earliest times to the present, stressing Japan's quest for modernity in the 19th and 20th centuries and the consequences of this quest.
Open to all students except those who have taken [225].

Mr. Cohen

**275 (1) Pre-Modern Chinese History**
1
Chinese civilization from earliest times to the period of the modern western impact. Emphasis on the development of thought and political institutions. Extensive readings in Chinese literature.
Open to all students except those who have taken [226].

Mr. Cohen

**276 (2) Modern Chinese History**
1
The history of China from the Opium War to the present. Analysis of political, economic, social, and intellectual changes stimulated by the intrusion of the modern West.
Open to all students except those who have taken [227].

Mr. Cohen

**280 (2) Imperialism, Nationalism, and Modernization**
1
Varieties of European imperialism in the 19th and 20th centuries, particularly colonial rule and informal empire, and the different ways in which people of other world civilizations responded to the threat of industrial Europe. The colonial experience, the growth of nationalist movements, and forms of modernization will be compared on the basis of examples drawn from Africa, the Middle East, Japan, and Southeast Asia.
Prerequisite: same as for 200.

Ms. Hay

**300 (1) Historical Thinking and Its Problems**
1
A study of the variety of approaches to history used by historians in the past and present. The relationship between the historical discipline and disciplines such as the social sciences and literature. Problems confronting the historian today: evidence, causation, generalization, value judgment, objectivity.
Open to sophomores, juniors, and seniors who have taken two Grade II units of history, or by permission of the instructor.

Mrs. Robinson

**301 (1) The Art of Biography**
1
Exploration of the diverse ways of presenting biographical narrative and insights in prose, film, and other media; the utilization of sources on the individual and their integration with historical materials; the historiographical problems of biography.
Prerequisite: same as for 254.

Mr. Gulick

**302 (2) Biography Workshop**
1
Student biographical projects in prose, film, and other media, normally a continuation of projects begun in 301. Group discussion.
Prerequisite: 301.

Not offered in 1974-75.

Mr. Gulick

**305 (1) Europe's Traditional System of International Relations, 1780 to 1914**
1
The nature of Europe's classical balance of power system and its subsequent modification through the French and industrial revolutions; the diplomacy of national unification and of imperialist expansion. Attention to Ottoman, Chinese, and African relations with Europe.
Prerequisite: same as for 300.

Mr. Gulick

**306 (2) Global International Relations**
1
The emergence of untraditional, cataclysmic problems of weaponry, population, and environment superimposed on traditional, ongoing problems of international relations. Attention equally divided among Europe, East Asia, the United States, and the Soviet Union.
Prerequisite: same as for 300.

Mr. Gulick

**309 (2) Intellectual History of Russia**
1
Emphasis on the tradition of radical social thought in the 19th and 20th centuries. Not open to students who have taken [313].
Prerequisite: same as for 300.

Not offered in 1974-75.

Mrs. Berlin

**10 (1-2) Social History of the United States**

he evolution of American society viewed as he response of basic social units such as amilies, classes, communities, occupational nd ethnic groups, educational and religious nstitutions to the changing conditions of nitial settlement, expansion, and industrial-zation, as conditioned by changing social deals. First semester: Colonial period to 840. Second semester: 1840 to 1940.
)pen to juniors and seniors who have taken wo units of history or by permission of the nstructor.

Mrs. Conzen

**12 (2) Civil Liberties in the United States**

he historical development of selected First Amendment freedoms with emphasis on the elationship between civil liberties and polit-cal and social movements. The historical ontext of contemporary issues such as polit-cal justice, civil disobedience in wartime, nd student rights. Not open to students who ave taken [218].
Prerequisite: same as for 254.

Not offered in 1974-75.

**16 (1) History of the West Indies**

For description and prerequisite see Black Studies 316.

**318 (1) Race and Conflict in Southern Africa**
1
An exploration of the historical relationships between the European, African, and the Asian communities in South Africa, Angola, and Mozambique, in an attempt to understand the current situation in these countries.
Prerequisite: one unit in African studies or permission of the instructor.

Not offered in 1974-75.

Ms. Hay

**319 (2) Pan-Africanism**
1
For description and prerequisite see Black Studies 319.

**330 (2) Seminar. Reformation Europe**
1
Topic for 1974-75: The lay Reformation. A psychological and social study of the 16th century layman's response to the Reformation: the theological issues he found most significant and his political and personal attempts to influence the course of the Reformation.
Open to qualified juniors and seniors by permission of the instructor. See Directions for Election.

Mr. Edwards

**331 (1) Seminar. English History**
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1974-75.

Mrs. Robinson

**332 (2) Seminar. English History**
1
Topic for 1974-75: The "woman question" in England. How Victorian and Edwardian men and women approached a heated issue from the 1850's onward. A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political.
Prerequisite: same as for 330.

Mrs. Robinson

**333 (1) Seminar. European Intellectual History**
1
Topic for 1974-75: Literature and politics in 19th century France. This seminar will examine the varieties of criticism which French men of letters directed at liberal political culture in 19th century France. It will focus particularly on the reactions of selected novelists, essayists, and social theorists to the growing wave of rationalistic, secular, and democratic values. Among others, the seminar will consider writers like Stendhal, Flaubert, Renan, Comte, and Tocqueville.
Prerequisite: same as for 330.

Mr. Bertocci

**335 (1) (2) Seminar. American Studies**
1
For description and prerequisite see Extra-departmental 335.

**336 (2) Seminar. American Urban History**
1
Topic for 1974-75: 19th century Boston. The response of Boston and its surrounding area to industrialization and immigration, with exploration of such topics as the changing character and social relations of its population, shifting employment and mobility patterns, new physical environments, altered perceptions of public services. Students will be expected to do original research.
Prerequisite: same as for 330.

Mrs. Conzen

**337 (1) Seminar. American History I**
1
Topic for 1974-75: Selected problems in American legal history. The transmission of English law to the American colonies and the development of American law in the federal system.
Prerequisite: same as for 330.

Mrs. Preyer

**338 (2) Seminar. American History II**
1
Topic for 1974-75: 20th century America—the domestic impact of war. The first half will be devoted to readings on the domestic impact of the two world wars (political and economic changes, social tensions, and cultural response). The second half will be devoted to student research papers dealing with aspects of the domestic consequences of some 20th century war.
Prerequisite: same as for 330.

Mr. Purcell

**340 (2) Seminar. Afro-American History**
1
For description and prerequisite see Black Studies 340.

**342 (1) Seminar. African History**
1
Topic for 1974-75: African empires in the 19th century. A comparison of various African kingdoms which expanded in the 19th century through military conquest, comparing their political and military institutions and ideologies, the factors which contributed to their rise and decline, and the resulting social and economic changes.
Prerequisite: same as for 330.

Ms. Hay

**345 (1) Seminar. Chinese History I**
1
Topic for 1974-75: Rethinking 19th century Chinese history. The seminar will begin with a brief review of standard Marxist and non-Marxist interpretations of 19th century China and will then move on to more intensive exploration of the various revisionist approaches that have been put forward in recent years.
Prerequisite: same as for 330.

Mr. Cohen

**346 (2) Seminar. Chinese History II**
1
Topic for 1974-75: Mao Tse-tung. Mao's life and thought will be explored from a number of vantage points; an effort will be made to define his dual role as a generator and legitimizer of change in modern China.
Prerequisite: same as for 330.

Mr. Cohen

**347 (2) Seminar. Comparative History**
1
Topic for 1974-75: A revolutionary era, 1776-1848. Similarities and differences of revolution, reform, and reaction in Europe and America. The ideology of change, the evolution of democratically oriented political movements, the role of social class and clas consciousness, and the emergence of new social and economic realities.
Prerequisite: same as for 330.

Mrs. Preyer

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

wide variety of programs may provide in-
ght into the nature and scope of history as a
iscipline. Accordingly, the student majoring
history is given great latitude in designing a
rogram of study. The student may elect
ourses freely, but ordinarily should have as a
rimary focus one of the following: (1) a par-
cular geographic area, nation, or culture
?) a limited time period (3) a special aspect of
istory, e.g., social, diplomatic, intellectual
) a significant historical problem or theme,
g., revolution, urbanization, racism. In de-
gning a program students are encouraged to
onsider courses given at MIT and in other
epartments at Wellesley. The concept of the
ajor should be discussed with the major
dvisor, and students should consult with
eir advisors about changes they may wish
make in the course of the junior and senior
ears.

he colloquia are available to freshmen and
phomores without prerequisite. Since col-
quia enrollments are limited, special appli-
tion must be made. Incoming freshmen
ay obtain application forms from the class
ean, sophomores from the Recorder's Of-
ce, Green Hall. If a colloquium is oversub-
cribed the instructor will decide which appli-
nts are to be accepted. Students are ad-
sed to apply for more than one, indicating
rst, second, and third choices if they wish.

eminars, unless otherwise indicated, are
pen by permission of the instructor to quali-
ed juniors and seniors. Since enrollments
e limited, a student wishing to apply for
dmission to one or more seminars must fill
ut an application blank, available in the de-
artment office, Founders Hall 120. Notifica-
on of which applicants are to be accepted
ill be made no later than the announced date
r course changes without fee in each
emester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (230, 231), Asian (271, 275, 276), African (267, 268), and Middle Eastern (265) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (modern, and ancient, or medieval) may elect as a beginning course 235, 236, 238, 239, 240, 246, 248. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.

# ITALIAN

Professor:
Avitabile (Chairman)

Instructor:
Mattii[3]

All courses are conducted in Italian. In all courses except seminars some work will be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 45.

**100 (1-2) Elementary Italian**
2
Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

**202 (1) Intermediate Italian**
1
Written and oral practice to develop fluency. Topics of contemporary interest, with readings from newspapers, periodicals, current fiction, and poetry. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

**207 (2) Significant Moments of Italian Literature: The Middle Ages to the Post-Renaissance**
1
An introduction to the Golden Age of Italian literature. Study and analysis of selected works by such authors as Saint Francis of Assisi, Dante, Petrarch, Boccaccio, Leonardo da Vinci, Machiavelli, Castiglione, Guicciardini, and Ariosto.
Prerequisite: 202.

Mrs. Mattii

**208 (1) Italian Romanticism**
1
An introductory study of the poetry and prose of Foscolo, Leopardi, and Manzoni.
Prerequisite: 207 or permission of the instructor.

Ms. Avitabile

**301 (1-2) Dante**
2
A study of Dante's *Divina Commedia* and minor works.
Prerequisite: same as for 208.

Ms. Avitabile

**302 (1) The Theatre in Italy**
1
The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre. Study of plays by authors such as Poliziano, Machiavelli, Tasso, Goldoni, and Pirandello.
Prerequisite: same as for 208.

**308 (2) From *Verismo* to *Neorealismo***
1
A study of Italian fiction since 1880 as seen in the short stories by Verga and Pirandello and in the novels by authors such as Moravia, Pavese, and Vittorini.
Prerequisite: same as for 208.

**349 (2) Seminar**
1
Topic for 1974-75: High points in Italian lyric poetry: Petrarch, Tasso, Leopardi, Ungaretti.
Open by permission of the instructor.

The Staff

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to students who have completed two units in literature in the department.

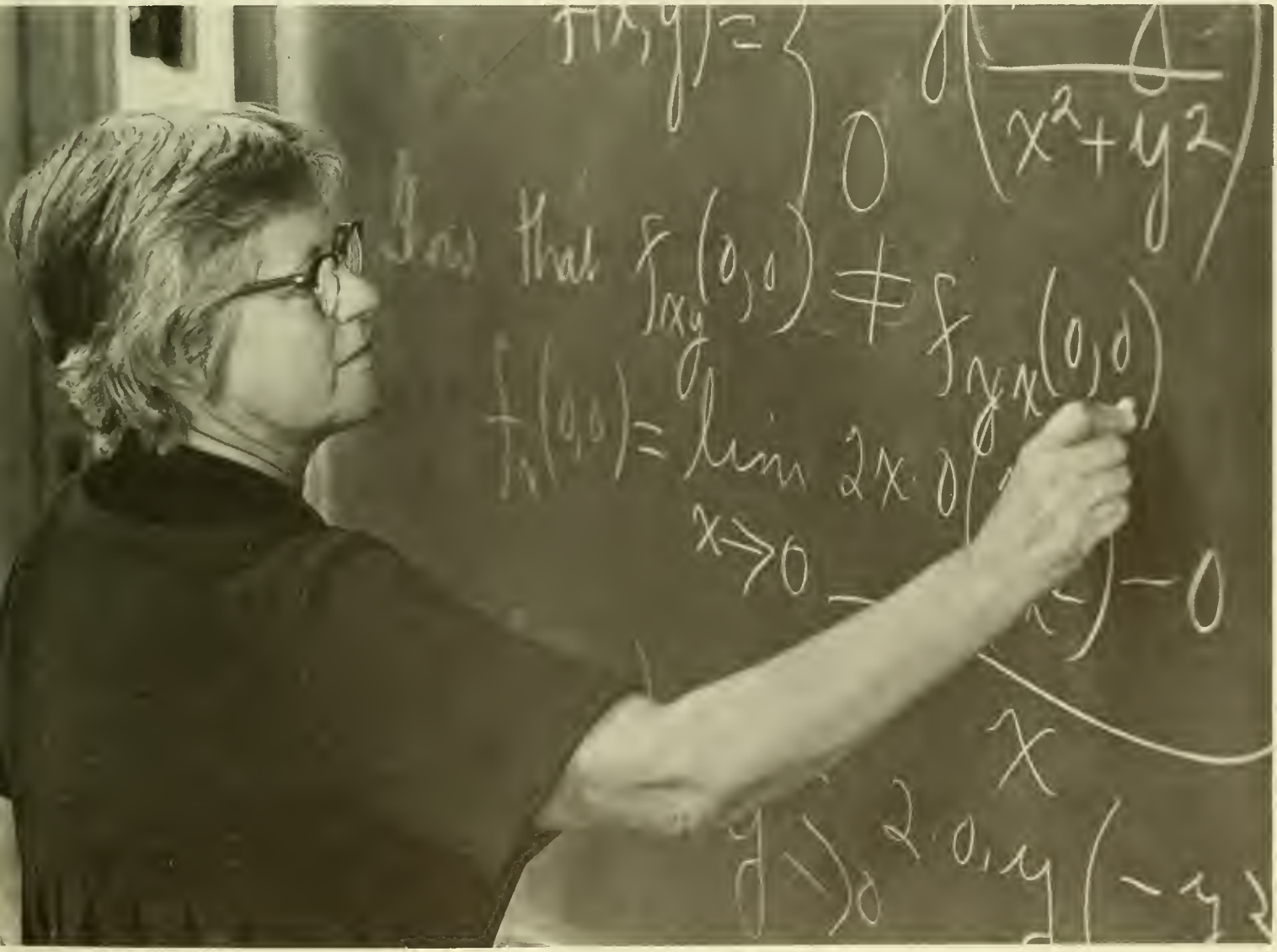
**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

Course 100 is counted toward the degree but not toward the major.

Students majoring in Italian are advised to take 301 and 308. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

# MATHEMATICS



Professor:
Schafer, Evans, Norvig (Chairman)

Associate Professor:
Wilcox

Assistant Professor:
Myers, Stehney•, Shultz, Wason, Shuchat

Instructor:
Roitman

All courses meet for two periods weekly with a third period every other week.

**100 (1) (2) Introduction to Mathematical Thought**
1
Study of form in mathematical thought with emphasis on interrelationships of structural patterns. Material selected from areas such as number theory, algebraic and geometric structures, and theory of infinite sets.
Courses 100 and 102 are intended primarily as terminal courses; both may be elected.
Open to all students except those who have taken or are taking 110 or 111 or the equivalent.

Miss Evans

**102 (1) (2) Introduction to Finite Mathematics**
1
Topics selected from areas such as logic, sets, partitions, probability, vectors and matrices; applications in the biological and social sciences. Courses 100 and 102 are intended primarily as terminal courses; both may be elected.
Open to all students.

The Staff

**108 (1) (2) Techniques of Calculus**
1
This course is devoted almost exclusively to techniques and applications. It is primarily intended for students requiring calculus for applications. Topics include differentiation, integration, partial derivatives, with applications to extrema, velocities, related rates, areas, and volumes. The course introduces most of the techniques developed in 110 and 111. Not open to students who have taken or are taking 110 or 111 or the equivalent.
Open to students who have some familiarity with trigonometric functions.

The Staff

**110 (1) (2) Calculus I**
1
Study of functions of one variable. Limits and continuity. Differential calculus of algebraic and trigonometric functions with applications. Introduction to the integral. Not open to students who have taken or are taking 108 or the equivalent.
Open to students who have some familiarity with trigonometric functions.

The Staff

**111 (1) (2) Calculus II**
1
The logarithmic and exponential functions. Techniques and applications of integration. Limits, derivatives, and integrals in greater depth than in 110.
Prerequisite: 110 or a substantial introduction to the calculus, or 108 by permission of the department.

The Staff

**201 (1) Techniques of Intermediate Calculus**
1
A nontheoretical development of topics of particular importance to students interested in applications of mathematics. Topics include: functions of several variables, partial differentiation and multiple integration. Linear algebra, matrices, linear equations, determinants. Ordinary differential equations, homogeneous and simple nonhomogeneous equations, numerical and power series solutions. Vector valued functions. Not to be counted toward the major in mathematics. Extradepartmental 216 is recommended as a sequel, particularly for majors in the physical sciences.
Open to students who have taken 111 or by permission of the instructor.

Mr. Myers

**203 (2) Probability and Elementary Statistics**
1
Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.
Prerequisite: 111 or the equivalent.

Mr. Shuchat

**206 (1) (2) Linear Algebra**
1
Systems of linear equations, vector spaces over the real and complex fields, linear transformations, matrices, determinants.
Prerequisite: same as for 203.

The Staff

**207 (1) (2) Calculus III**
1
Indeterminate forms, improper integrals and infinite series. Differentiation and integration of power series. Curves and elementary differential geometry. Introduction to differential equations.
Prerequisite: same as for 203.

The Staff

**208 (1) (2) Calculus IV**
1
Functions of several real variables. Partial differentiation. Multiple and iterated integration. Line integration and Green's theorem.
Prerequisite: 207 or permission of the instructor.

Ms. Schafer, Mr. Norvig

**210 (2) Differential Equations**
1
An introductory course in ordinary differential equations.
Prerequisite: 207.

Mr. Shultz

**249 (1) Selected Topics**
1
Topic for 1974-75: Geometry. Modern euclidean geometry, geometric transformations, projective geometry, noneuclidean (spherical and hyperbolic) geometry, and other selected topics.
Prerequisite: 111 or permission of the instructor.

Mr. Shultz

**302 (1-2) Elements of Analysis**
**1 or 2**
Point set theory; study of convergence, continuity, differentiation and integration in finite dimensional Cartesian spaces. One unit of credit may be given for the first semester.
Prerequisite: 206 and 208.

Mr. Norvig, Mr. Myers

**305 (1-2) Modern Algebraic Theory**
**1 or 2**
Introduction to algebraic systems including groups, rings, integral domains, fields, abstract vector spaces. One unit of credit may be given for the first semester.
Prerequisite: same as for 302.

Ms. Schafer, Mr. Shultz

**307 (2)* Topology**
1
An introduction to abstract point-set and algebraic topology. Topological spaces, compactness, connectedness, continuity. Topics taken from metric spaces, product spaces, separation axioms, convergence, homotopy theory, manifolds, and simplicial homology.
Prerequisite: 302 (1).

Mr. Wilcox

**309 (2)* Foundations of Mathematics**
1
The set-theoretic foundations of modern mathematics. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis.
Prerequisite: 302 (1) or 305 (1) or permission of the instructor.

Not offered in 1974-75.

**310 (2) Functions of a Complex Variable**
1
Elementary functions and their mapping properties; integration theory; series expansions of analytic functions.
Prerequisite: 302 (1).

Ms. Wason

**349 (1) Selected Topics**
1
Consideration of selected topics in mathematics.
Prerequisite: 302 (1) or 305 (1).

Not offered in 1974-75.

**350 (1) (2) Research or Individual Study**
1 or 2
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
2
Required of honors candidates who choose to do honors research.

## Directions for Election

A major in mathematics must include the first semester of 302 and of 305, and either the second semester of 302 or 310. Units of AP credits will not be counted toward the minimum of eight units required of majors. Students planning to elect both units of either 302 or 305 should take both units in the same year.

Courses 100 and 102 may not be counted toward the major. The department also offers Techniques of Mathematics, Experimental 103, which is described on p. 190.

Students expecting to do graduate work in mathematics should elect the second semester of 302 and of 305, 310, and 349. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Students who expect to teach at the secondary school level are advised to elect the second semester of 302 or a course in geometry, and 310.

Majors who may be practice teaching in their senior year should elect 302 (1-2) or 302 (1) and 310 (2) not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department.

## Placement in Courses and Exemption Examination

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 206 and 207; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 206 and 208.

Examinations for exemption from one or two courses in mathematics to satisfy partially the college requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 110 and 111. If students pass both 110 and 111 examinations, they will receive exemption from two units in mathematics; if they should pass the 110 examination only, they will receive exemption from one unit in mathematics. Exemption examinations are not offered for 100 and 102.

# MUSIC

Professor:
Herrmann (Chairman)

Associate Professor:
Jander•

Assistant Professor:
Barry, Kelly

Lecturer:
Windham, Fisk[3], Cooke, Shapiro[3]

Instructor in Performing Music:
Zighera (cello), Goetze (piano), Taylor (organ), Pappoutsakis (harp), Preble (flute and baroque flute), Vivian (organ), O'Donnell (voice), Hedberg (viola), Moss (piano), Odiaga (harpsichord), Plaster (bassoon and Assistant in Chamber Music), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Moran (horn), Stuart (clarinet), Linfield (recorder, krummhorn, and Assistant in the Collegium Musicum), R. Cook (trumpet and cornetto), Roth (oboe and baroque oboe), Speyer (oboe), Cirillo (violin and Director of Chamber Music), Smith• (guitar and lute), Arnold (guitar), Fisk (piano), Lipson (viola)

**101 (1-2) Introductory Course**
**1 or 2**
The fundamentals of musicianship. Development of reading and listening skills. Introduction to traditional harmony. One unit of credit may be given for the first semester. Three periods: one lecture and two section meetings.
Open to all students.

Miss Barry

**103 (1-2) Introduction to the Literature of Music**
**1 or 2**
A survey course designed to develop musical understanding, insight, and powers of observation through the study of music of various styles and periods. A previous knowledge of music is not required. One unit of credit may be given for the first semester. Not to be counted toward the major in music. Two periods of lecture and one section meeting.
Open to sophomores, juniors, and seniors who have taken not more than one unit in music, and to freshmen with the permission of the chairman of the department.

Mr. Kelly, Mrs. Shapiro, Mr. Windham

**106 (2) Afro-American Music**
**1**
A survey of Black music in the United States and in the Caribbean from its origin in Africa to the present, with emphasis on the 20th century. The course will examine basic theoretical principles as they apply to Black musical culture, the development of styles, and the relationship between musical innovation and socio-political events.
Open to all students.

Mr. Windham

**200 (1-2) Design in Music**
**2**
A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. Three periods.
Prerequisite: 101.

Mr. Kelly

**203 (1-2) Counterpoint**
**2**
Two- and three-part writing. Analysis.
Prerequisite: 101.

Mr. Cooke

**208 (1)* The Baroque Era**
**1**
Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music.
Prerequisite: 101 or 103.

Not offered in 1974-75.

**209 (1)* The Classical Era**
**1**
Studies in the music of Haydn, Mozart, and Beethoven. Not to be counted toward the major in music.
Prerequisite: 101 or 103.

Mr. Windham

**210 (2)* The Romantic Era**
**1**
Analysis of representative compositions of the 19th century. Not to be counted toward the major in music.
Prerequisite: 103 or 200 or 209.

Mr. Windham

**214 (2)* The Twentieth Century**
**1**
An introduction to contemporary music. Not to be counted toward the major in music.
Prerequisite: 103 or 200 or 208 or 209.

Not offered in 1974-75.

**303 (1) The Middle Ages and the Renaissance**
**1**
Topic for 1974-75: Studies in instrumental and vocal works, chiefly from the Renaissance, selected to explore problems of performance, in particular the traditions of improvisation and the impact of these traditions on written music. Readings in contemporaneous sources, and emphasis on live performance in class.
Prerequisite: 200.

Mrs. Shapiro

**307 (2) The Opera**
**1**
A study of operatic forms, styles, and traditions from the time of Mozart to the present.
Prerequisite: two Grade II units in the literature of music.

Mr. Herrmann

**312 (1-2) Harmony**
**2**
The figured bass. Harmonization of melodies. Analysis. Three periods.
Prerequisite: 203.

Mr. Fisk

**316 (1-2) Introduction to Composition**
**2**
Advanced studies in theory. The principles of instrumentation. Composition for small ensembles.
Prerequisite: 312 and 320.

Not offered in 1974-75.

**319 (1)* Seminar. The Nineteenth Century**
**1**
Topic for 1974-75: Studies in instrumental and vocal works of the middle of the century, selected to reveal principal style trends during the generation after Beethoven.
Open to students who have taken 200 and who have taken or are taking 312.

Miss Barry

**320 (2)* Seminar. The Twentieth Century**
**1**
Topic for 1974-75: Studies in forms and techniques of composition in music during the early part of the century, with emphasis on works of Stravinsky and of the Second Viennese School.
Prerequisite: same as for 303.

Mr. Cooke

**321 (1)* Seminar. The Age of Bach and Handel**
**1**
Normally a different topic each year.
Prerequisite: same as for 319.

Not offered in 1974-75.

**322 (2)* Seminar. The Classical Era**
**1**
Normally a different topic each year.
Prerequisite: same as for 319.

Not offered in 1974-75.

**344 (1) (2) Performing Music**
**1 or 2**
Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week.
Open on recommendation of the instructor to qualified juniors and seniors who have taken or are taking 200. See Directions for Election.

The Staff

**350 (1) (2) Research or Individual Study**
**1 or 2**
Directed study in theory, orchestration, composition, or the history of music.
Open to qualified juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

A major in music includes 101, 200, 203, and 312. At least two units of additional study at the Grade III level are strongly recommended.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the music department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in Music 203 and 312.

## Performing Music

### Private Instruction

The music department makes arrangements for private instruction in voice, piano, organ, harpsichord, harp, violin (baroque and modern), viola, cello, viola da gamba, flute (baroque and modern), oboe (baroque and modern), clarinet, bassoon, trumpet, French horn, recorder, cornetto, lute, and guitar (classical and modern).

Students who contract for performing music instruction are charged at the rate of $210 for a half-hour private lesson per week throughout the year. An additional fee of $25 per year is charged to all performing music students for the use of a practice studio for one period daily. The fee for the use of a practice studio for harpsichord and organ is $35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the department of music.

All students at Wellesley who take lessons in performing music are required to take the first semester of Music 101 (basic theory) or gain exemption.

Arrangements for lessons in performing music are made at the department office during the first week of the semester.

### Academic Credit

A maximum of four units of academic credit for performing music is available during the junior and senior year to advanced students who are admitted to the 344 program. In order to be admitted to this special program the student must be recommended by the instructor, must perform a successful audition before the department faculty, and must take two Grade III units of literature study.

### Performing Organizations

The following five organizations are a vital extension of the academic program of the Wellesley music department:

**The Wellesley College Choir**
The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

**The Wellesley Madrigals**
The Madrigals is a chamber chorus of about twenty-five mixed voices. The organization elects its own student director.

**The Chamber Music Society**
The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

**The Collegium Musicum Wellesliensis**
The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments: harpsichords, recorders, krummhorns, violas da gamba, baroque violins, baroque and renaissance flutes, baroque oboe, cornetto, sackbut, and lute.
Separate consort instruction is available in viola da gamba and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instructions as well.

**The MIT Orchestra**
Through the Wellesley-MIT cross-registration program students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

# PHILOSOPHY

Professor:
Stadler (Chairman)

Associate Professor:
Putnam, Congleton

Assistant Professor:
Shue, Menkiti, Margalit[3]

**101 (1) (2) Plato's Dialogues as an Introduction to Philosophy**
1
An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern.
Open to all students.

Mr. Shue

**109 (1) (2) Problems for Twentieth Century Philosophy**
1
Problems pertaining to the nature of man and his moral and/or social commitments as these present themselves to philosophers reflecting upon life in the 20th century. Readings primarily (but not exclusively) from the contemporary philosophical literature, selected to illustrate and explain significant differences among present-day approaches.
Open to junior and senior majors by permission of the instructor, and to all other students without prerequisite. A special section will be arranged in the first semester for junior and senior nonmajors.

The Staff

**150 (1) Colloquium**
1
For directions for applying see p. 204.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
Fact, fiction, and philosophy

Scientists, story tellers, and philosophers seem to view the world from different perspectives. They seem to see different worlds and they seem to use different modes of expression to communicate what they see. In this colloquium students will explore these different approaches. Appreciation of the value of these diverse points of view and modes of expression will be encouraged.

Mrs. Putnam

**200 (1) (2) Modern Sources of Contemporary Philosophy**
1
A study of the work of Descartes, Hume, and Kant intended as an introduction to contemporary concerns in philosophy through a consideration of their formation in the work of the post-Renaissance philosophers most cited in current discussion. Some attention will also be given to Rousseau and Vico. The course is intended as preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.
Open to all students except freshmen in the first semester and students who have taken [207] or [208].

Ms. Congleton

**201 (1) Plato and Aristotle**
1
A study of Platonic dialogues chosen primarily from the middle and late periods, and of selected Aristotelian treatises.
Open by permission of the instructor.

Ms. Congleton

**203 (1) (2) Philosophy of Art**
1
An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.
Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

**204 (1) (2) Philosophy of Language**
1
An investigation of man as the unique user of language. The relationship of language capacity to rationality and morality will also be considered. Readings for the first half of the course will include Whorf, Skinner, Chomsky, Piaget, and Vygotsky; for the second half, Wittgenstein.
Prerequisite: same as for 203.

Mrs. Margalit

**206 (2) Moral Philosophy**
1
An examination of the methods by which we arrive at intelligent moral decisions and of the nature of justice and moral responsibility as discussed by major modern and contemporary philosophers. Application to current moral problems.
Prerequisite: same as for 203.

Mr. Shue

**211 (2) Philosophy of Religion**
1
An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.
Prerequisite: same as for 203.

Mr. Menkiti

**215 (2) Consciousness, Ideology and Knowledge**
1
What factors influence the formation of an individual's beliefs? Theses in the sociology of knowledge. Readings in Marx, Weber, Mannheim, and others.
Prerequisite: same as for 203.

Mrs. Putnam

**216 (1) Logic**
1
An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.
Open to sophomores, juniors, and seniors, and to freshmen by permission of the instructor.

Mrs. Putnam

**217 (2) Philosophy of Science**
1
A course for both science and nonscience majors to increase understanding and appreciation of scientific knowledge and the methods of scientists. An examination of concepts which philosophers of science have found to be particularly interesting, e.g., explanation, law, theory construction, experiment and observation, truth. Examples from the history of science and contemporary science, drawn from both the "hard" and the "soft" sciences.
Prerequisite: same as for 203.

Mrs. Putnam

**218 (1) History of Science I**
1
For description and prerequisite see Extradepartmental 218.

Not offered in 1974-75.

**219 (2) History of Science II**
1
For description and prerequisite see Extradepartmental 219.

Not offered in 1974-75.

**220 (1) History of Modern Philosophy from the Renaissance to Kant**
1
A study of the development of modern philosophical approaches to knowledge, man, nature, and society. The course will begin with a brief consideration of Thomas Aquinas as representative of the approach to which the moderns contrasted themselves, and it will assume previous study of Descartes, Hume, and Kant. This background will then be used in studying the development of modern thinking through Machiavelli, Galileo, Bacon, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Rousseau. Emphasis will be on close reading and discussion of selected major texts, but attention will also be given to the cultural and political context of the philosophers studied. Not open to students who have taken [207] or [208].
Prerequisite: 200 or other previous study of Descartes, Hume, and Kant accepted by the instructor as equivalent.

Ms. Congleton

**221 (2) History of Modern Philosophy from Kant to the Early Twentieth Century**
1
A continuation of Philosophy 220 through the study of Hegel, Schopenhauer, Kierkegaard, Bentham, Mill, Marx, Nietzsche, and Russell.
Prerequisite: 220.

Ms. Congleton

**249 (1) Medical Ethics**
1
A philosophical examination of some central problems at the interface between medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psycho-surgery, gender-surgery, genetic screening, amniocentesis, euthanasia.
Prerequisite: same as for 203.

Mr. Menkiti

**302 (2) Introduction to African Philosophy**
1
For description and prerequisite see Black Studies 302.

**326 (2) Philosophy of Law**
1
A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social philosophy. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.
Open to qualified juniors and seniors, or by permission of the instructor.

Mr. Menkiti

**327 (1) Man, Monkey, and Machine**
1
An examination of various philosophical attempts to answer contemporary versions of questions about the nature of human nature, for example: Is man more than a very talented animal? Is he more than a very complex machine? Is the mind a different kind of entity from the body?
Prerequisite: same as for 326.

Mrs. Stadler

**328 (2) Seminar. Wittgenstein**
1
Intensive study in the philosophy of Wittgenstein with some consideration of his position in the evolution of 20th century philosophy.
Prerequisite: same as for 326.

Ms. Congleton

**333 (2) Phenomenology and Existentialism**
1
Central themes in contemporary European philosophy with emphasis on the contributions of Heidegger, Sartre, and Merleau-Ponti.
Open to juniors and seniors who have taken 200, or by permission of the instructor.

Mrs. Stadler

**338 (1) Seminar in Political Philosophy**
**1**
Topic for 1974-75: Justice—competing contemporary conceptions.
Open to a limited number of qualified juniors and seniors by permission of the instructor.

Mr. Shue

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

Philosophy majors are expected to elect courses in at least two of the following fields: (1) logic or the philosophy of science (2) history of philosophy, ancient or modern (3) value theory, i.e., moral or political philosophy, or the philosophy of art. Students planning graduate work in philosophy are strongly advised to elect courses in all three fields, and, in particular, in logic.

In addition, students majoring in philosophy should develop a special competence either in the work of one major philosopher or in one problem of contemporary concern. Such competence may be demonstrated by passing a course on the Grade III level with an honors grade, by 350 work, or by submitting a substantial paper. Special arrangements can be made for students with strong interdepartmental interests.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

# PHYSICAL EDUCATION

Associate Professor:
Vaughan (Chairman)

Assistant Professor:
Cochran, Trexler, Burling, Batchelder

Instructor:
Holland, Wiencke, Brown, Tendy, Earle, Allen[3], LaPeer[3], Newcomb[3], Rowbatham

**121 (1-2) Physical Education Activities**
The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points before the end of the junior year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 1 credit point each season, but certain activities give 2 or more credit points as noted below. Each activity is divided into classes to provide instruction in homogeneous groups. Complete descriptions of courses are sent to entering students. Special fees are charged for a few courses and are listed in the course descriptions. The total program of activities offered in 1974-75 follows.

**235 (2) Contemporary Approaches to Dance Composition: Practice and Theory**
**1**
For description and prerequisite see Extradepartmental 235.

**(1)**
Scheduled throughout the first semester

| | Credit points |
|---|---|
| Elementary modern dance | 2 |
| Elementary swimming | 2 |
| Experienced dance | 2 |
| First aid | 3 |
| Life saving and aquatic safety | 3 |
| Self-defense | 2 |
| Water safety instructor and aquatic leadership | 4 |

**Season 1. Scheduled in first half of first semester**

| | | |
|---|---|---|
| Afro-American dance, archery, canoeing, crew, diving, golf, gymnastics, hiking and backpacking, horseback riding, independent programs, individual exercise activities, swimming, tennis, volleyball | Each activity | 1 |
| Mask-fin-snorkel, sailing | Each activity | 2 |

**Season 2. Scheduled in second half of first semester**

| | | |
|---|---|---|
| Badminton, diving, fencing, gymnastics, horseback riding, independent programs, individual exercise activities, squash, swimming, trampoline, volleyball, yoga | Each activity | 1 |
| Human performance (physiological perspective) | | 2 |
| Scuba | | 2 |
| Seminar. Sport in society | | 2 |

(2)
Scheduled throughout second semester

| | |
|---|---|
| Dance seminar | 4 |
| Elementary modern dance | 2 |
| Elementary swimming | 2 |
| First aid | 3 |
| Human performance (psychological perspective) | 4 |
| Intermediate gymnastics | 2 |
| Intermediate yoga | 2 |
| Life saving and aquatic safety | 3 |
| Self-defense | 2 |
| Water safety instructor and aquatic leadership | 4 |

**Season 3. Scheduled in first half of second semester**

| | | |
|---|---|---|
| Badminton, ballet I, dance conditioning, diving, fencing, gymnastics, independent programs, individual exercise activities, skiing, squash, swimming, trampoline, volleyball | Each activity | 1 |
| Mask-fin-snorkel, ski instructor | Each activity | 2 |

**Season 4. Scheduled in second half of second semester**

| | | |
|---|---|---|
| Archery, ballet II, canoeing, crew, gymnastics, hiking and backpacking, horseback riding, independent programs, individual exercise activities, jazz dance, swimming, tennis, volleyball, water safety instructor review | Each activity | 1 |
| Sailing, scuba | Each activity | 2 |
| Seminar. Sport in society | | 2 |
| Reading period. Open water diving | | 1 |

## Directions for Election

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department a student may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with the permission of the department.

# PHYSICS

Professor:
Guernsey[3] (Chairman), Fleming

Associate Professor:
Brown

Assistant Professor:
von Foerster

Instructor:
Mitchell[3]

Laboratory Instructor:
Mitchell[3], Benson

Unless otherwise noted all courses meet for two periods of lecture and discussion weekly and all Grade I and Grade II courses have one three-hour laboratory appointment weekly.

**101 (2) Physics in Perspective**
1
Qualitative discussion of the evolution of physics from classical to modern concepts with emphasis on 20th century physics. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major.
Open to all students.

Miss Fleming

**102 (2) Physics of Perception and Aesthetics**
1
Qualitative discussion of some of the physical problems arising in psychology, art, and music. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major.
Open to all students.

Mr. von Foerster

**104 (1) Basic Concepts in Physics**
1
Forces, fields, conservation laws, waves, duality of nature. Two periods weekly with a third period every other week. Three and one-half hour laboratory appointments in alternate weeks. Not open to students who have taken [100].
Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.

Miss Fleming

**105 (1) Introductory Physics**
1
Elementary mechanics; introduction to wave phenomena. Not open to students who have taken [103].
Open to students who offer physics for admission and who are not eligible for 110.

Mr. von Foerster

**106 (2) Fundamental Physics**
1
Electricity and magnetism; wave phenomena and optics. Biological examples. Two periods weekly with a third period every other week.
Prerequisite: [100] or [103] or 104 or 105 and Mathematics 108 or 110, or open by permission to juniors and seniors who offer physics for admission.

Ms. Brown

**110 (1) Advanced General Physics**
1
Mechanics, wave motion, optics. Two periods weekly with a third period every other week.
Open to students who have completed Mathematics 111, or to students who offer physics for admission and are taking Mathematics 108 or 111.

Mrs. Guernsey

**200 (2)* Modern Physics**
1
Basic principles of relativity and quantum theory, and of atomic and nuclear structure.
Prerequisite: 106 or 110. Prerequisite or corequisite: Mathematics 111.

Mr. Mitchell

**201 (2) Electricity**
1
Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.
Prerequisite: 106 or 110, and Mathematics 111.

Miss Fleming

**202 (1) Optical Physics**
1
Wave theory as applied to optical phenomena. Interference, diffraction, birefringence, polarization, dispersion. Introduction to modern optics including lasers and holography.
Prerequisite: same as for 201.

Ms. Brown

**206 (1)* Electronics**
1
Fundamental principles of electron tubes and transistors; application to power supplies, amplifiers, oscillators, modulators. Introduction to nonlinear electronic circuits.
Prerequisite: 201.

Not offered in 1974-75.

**216 (2) Applications of Mathematics to the Physical Sciences I**
1
For description and prerequisite see Extradepartmental 216.

**217 (1) Applications of Mathematics to the Physical Sciences II**
1
For description and prerequisite see Extradepartmental 217.

Not offered in 1974-75.

**249 (2)* Selected Topics**
1
Normally a different topic each year.
Prerequisite: same as for 201.

Not offered in 1974-75.

**305 (2)* Thermodynamics**
1
The laws of thermodynamics; kinetic theory of gases; statistical mechanics.
Prerequisite: 106 or 110, and 217 or Mathematics 208.

Ms. Brown

**306 (1) Mechanics**
1
A vector analytical presentation of Newtonian mechanics. Two periods weekly with a third period every other week.
Prerequisite: 201 or 202 or permission of the instructor.

Miss Fleming

**309 (1) (2)* Advanced Experimental Physics**
1
Fundamental experiments selected from different areas of physics. Two laboratory appointments per week.
Open by permission.

The Staff

**314 (2) Electromagnetic Theory**
1
Maxwell's equations; electromagnetic waves and radiation; physical optics.
Prerequisite: 201 and 306, and 217 or Mathematics 208.

Mr. Mitchell

**321 (1) Quantum Mechanics**
1
Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices.
Prerequisite: 217 or Mathematics 210.
In addition, one unit of Grade II physics, or permission of the instructor. 306 is recommended.

Ms. Brown

**349 (2) Selected Topics**
1
Normally a different topic each year.
Prerequisite: 321 or permission of the instructor.

Not offered in 1974-75.

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

## Directions for Election

A major in physics should ordinarily include 201, 202, 306, 314 and 321; Extradepartmental 217 or Mathematics 208 is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

Premedical students are referred to the requirements given on p. 48.

## Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

# POLITICAL SCIENCE

Professor:
Stratton, Evans

Associate Professor:
Miller, Schechter (Chairman), Stettner

Assistant Professor:
Just, Baras

Instructor:
Smookler

Visiting Professor:
Max-Neef[3]

**100 (1) (2) Political Science and Modern Politics**
1
Introduction to the study of politics. The course will focus on the role of values in political systems, the nature of political conflict, the organization and operation of executive, legislative, and judicial institutions. During the first half of the semester there will be one lecture each week by different members of the department, followed by small discussion sections which will explore the content of the lecture and questions raised by the lecturer. In 1974-75 the introductory lectures will be integrated around the common theme of the American political experience. The second half of the course will be conducted in small seminars, each exploring a particular problem; students will choose the seminar they wish to take. In 1973-74 seminar topics were: comparison of the U.S. President and the British Prime Minister; the law and politics of civil rights; neighborhood politics; elite-mass power relations in Latin American societies; law and the environment; Plato's *Republic*. Topics for 1974-75: To be announced.
Open to all students.

The Staff

**201 (1) The Variety of Regimes**
1
A comparison of various types of regimes, including both historical and contemporary examples. Discussion of the goals of each regime, its theoretical basis or ideology, method of leadership selection, and the formal and informal machinery of government. Case studies will draw on the experience of Greek city-states, parliamentary democracies, and selected communist and fascist states. The class will evaluate several attempts, both ancient and modern, to construct a comprehensive theory of comparative politics.
Prerequisite: one unit in political science, or two units in anthropology, economics, history, psychology, or permission of the instructor.

Mr. Baras

**204 (1) Comparative Politics of the Developing Areas**
1
Study of selected aspects of African, Asian, and Latin American political systems, with emphasis upon use and evaluation of analytical concepts in recent literature; political change, national integration, and legitimization among problems considered.
Prerequisite: same as for 201.

Mr. Max-Neef

**205 (1) Politics of Western Europe**
1
An exploration of the political, economic, and social challenges confronting European industrial democracies in an era of rapid technological change. Emphasis on the politics and societies of Britain, France, Germany, and Italy, with additional examples drawn from the experience of the Benelux and Scandinavian countries. The evolution of parties, interest groups, parliaments, and bureaucracies will be considered in the contexts of both domestic politics and regional integration.
Prerequisite: same as for 201.

Mrs. Just

**207 (1) Politics of Latin America**
1
Study of politics in selected Latin American states including Argentina, Brazil, Chile, and Mexico, treating dynamics of power development, reform and revolution, foreign policy, and factors underlying policy formation.
Prerequisite: same as for 201; by permission to qualified students who have taken Spanish.

Mr. Max-Neef

**209 (2) Politics of Subsaharan Africa**
1
An examination of the problems of decolonization, national integration, and mobilization in selected African states, including Ghana, Nigeria, Ivory Coast, Tanzania, and Zaïre.
Prerequisite: same as for 201.

Not offered in 1974-75.

**300 (2) Politics of East Asia**
1
National and international politics in Asia, with special reference to China. Japan, India, and the Soviet Union will provide points of contrast and comparison. The People's Republic of China will be considered as an experiment in the implementation of a radical political ideology as well as a response to the challenge of economic development.
Prerequisite: same as for 201.

Mr. Baras

**301 (2) Politics of the Soviet Union and Eastern Europe**
1
Study of politics and government in the Soviet Union and East European satellites; the interrelationship of ideology and power, leadership, political institutions, and policy formation.
Prerequisite: same as for 201.

Mr. Baras

**304 (2) Studies in Political Leadership**
1
A consideration of the theory and practice of executive leadership in selected industrial and modernizing societies. The interaction of psychology and politics will be emphasized in exploring both conceptual approaches and case studies. Individual research and student reports.
Open to students who have taken one Grade II unit in international relations or comparative politics, or by permission of the instructor.

Miss Miller

**305 (1) Barnette Miller Seminar**
1
Topic for 1974-75: Detente—prospects and limitations. The seminars will be conducted by six visiting professors, each of whom will be at Wellesley for two weeks under the auspices of the Barnette Miller Fund. Each visitor will conduct two successive seminar meetings, focusing on selected issues in contemporary international relations. The course will deal with such topics as the role of the superpowers, the significance of alliances, the importance of China and the developing nations, the possibility of arms control, and the objectives of diplomacy in the age of "competitive coexistence." Readings and written assignments will be coordinated by a member of the political science faculty, who will also participate in the seminar.
Open to juniors and seniors by permission of the instructor.

Mr. Baras

**210 (1) (2) American Political Parties and Interest Groups**
1
Analysis of the role of extragovernmental political organizations in the American political process. Organization, operation, and evaluation of political parties and interest groups; recruitment of leaders; elections and behavior of the electorate; influences on public policy formation.
Prerequisite: same as for 201.

Mrs. Just

**211 (1) (2) Policy-Making in the Federal Government**
1
Study of the behavior of the President and his immediate advisors, bureaucrats, the judiciary, and members of Congress and their staffs as revealed in representative case studies of domestic and foreign policy-making. Among cases considered have been Truman's decision to resist the North Korean invasion of South Korea, the Cuban missile crisis, the steel seizure of 1952, authorization and operation of the Council of Economic Advisors, and the supersonic transport controversy.
Prerequisite: same as for 201.

Mr. Stratton

**212 (1) Urban Politics**
1
An introduction to contemporary urban political problems. Analysis and evaluation of the formation, implementation, and impact of selected urban policies such as housing, education, police and courts, welfare, and transportation. Consideration of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict. Opportunities for group and individual field work in the metropolitan Boston area.
Prerequisite: same as for 201.

Ms. Smookler

**310 (2) Political Decision-Making in the United States**
1
Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions.
Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. Schechter

**311 (1) Seminar**
1
Normally a different topic each year.
Prerequisite: same as for 305.

Not offered in 1974-75.

**312 (2) Seminar**
1
Topic for 1974-75: National urban growth policy and new community development. The seminar will focus on evaluating the role and potential of new community development in U.S. national growth policy. Comparison of privately financed and federally guaranteed new communities will be made in terms of land use, technological, political, and social policy effectiveness. The politics and administration of the Federal New Communities Program will be evaluated in terms of its policy goals. The role of state and local agencies in the new community program and national urban growth policy will also be studied. Students will prepare a paper in one of the above policy areas.
Prerequisite: same as for 305.

Ms. Smookler

**221 (1) (2) World Politics**
1
An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.
Prerequisite: same as for 201.

Miss Miller

**222 (2) Comparative Foreign Policies**
1
An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in western and nonwestern settings.
Prerequisite: one unit in international relations or comparative politics.

Not offered in 1974-75.

**321 (1) The United States in World Politics**
1
An examination of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Individual research and student reports.
Prerequisite: one unit in international relations or permission of the instructor.

Miss Miller

**323 (2) Seminar**
1
Topic for 1974-75: Games nations play. Examination of the emerging structure of the present international system. The seminar will consider the importance of images and other psychological phenomena in the conception and execution of foreign policies and will compare traditional and modern uses of diplomatic, economic, and military instruments of policy. Special attention will be paid to novel uses of classical instruments, such as personal or summit diplomacy, embargoes on natural resources like oil, and threats of force to signal ambiguous intentions.
Open to juniors and seniors who have taken 221, or by permission of the instructor.

Miss Miller

**330 (1) (2) Law and the Administration of Justice**
**1**
An introduction to the nature and functions of law; the adversary system; methods of legal development based upon an analysis of selected problems in contract, tort, and criminal law; comparison of common law and civil law systems; relation of law and politics.
Open to students who have taken one Grade II unit in Group B, and by permission of the instructor to sophomores. Recommended for students who are planning to take 331 or 332.

Miss Evans

**331 (2) The International Legal Process**
**1**
Functions of law and legal institutions in the international political system, considering such matters as protection of individual rights; international criminal responsibility; domestic remedies against international wrongs; controls of uses of sea and aerospace; settlement of disputes; methods of improving compliance with international law. Selected current legal issues treated in moot court practice.
Open to students who have taken 330 or two units in international relations, or by permission to other qualified students.

Miss Evans

**332 (2) The Supreme Court in American Politics**
**1**
Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the president and of congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue.
Prerequisite: same as for 201.

Mr. Schechter

**333 (1) Seminar**
**1**
Topic for 1974-75: Law and social change—emerging constitutional rights of women, racial minorities, and the poor. Analysis of contemporary legal, political, and administrative issues. Focus on the equal protection clause of the Fourteenth Amendment, the proposed Equal Rights Amendment, and statutes such as Title VII of the 1964 Civil Rights Act. The seminar will examine the role of interest groups, political leaders, bureaucrats, and judges in conflicts such as employment discrimination, affirmative action programs, school segregation, housing for the poor and racial minorities, welfare rights.
Prerequisite: one unit of legal studies or permission of the instructor.

Mr. Schechter

**240 (1)* Classical and Medieval Political Theory**
1
Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in political science or two units in economics, history, philosophy, psychology, or sociology.

Not offered in 1974-75.

**241 (2) Modern and Contemporary Political Theory**
1
Study of political theory from the 17th century to the present. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: same as for 240.

Mr. Stettner

**249 (2) Research Methods in Political Behavior**
1
Discussion of the literature of political behavior, including public opinion, psychology of voting, and legislative decision-making in the United States and other countries. Classroom exercises will stress understanding of concepts underlying empirical analysis. Students will be introduced to the computer as a research tool and will undertake some original research as part of their course work. No previous knowledge of mathematics, statistics, or computers is required.
Prerequisite: same as for 201.

Mrs. Just

**340 (1)* American Political Thought**
1
Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of president and congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.
Prerequisite: one Grade II unit in political science, economics, history, philosophy, psychology, or sociology, or permission of the instructor.

Mr. Stettner

**341 (2) Issues and Concepts in Political Theory**
1
Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.
Prerequisite: same as for 340.

Not offered in 1974-75.

Mr. Stettner

**349 (2) Seminar**
1
Topic for 1974-75: Utopian political thought. Examination of selected classical and contemporary utopian writers, including Campanella, More, Butler, Fourier, Huxley, Orwell, and Skinner. The seminar will consider the values, ideals, concepts of social organization, etc. in each utopia, and will attempt to come to overall conclusions about this form of political thought.
Prerequisite: same as for 305.

Mr. Stettner

**350 (1) (2) Research or Individual Study**
**1 or 2**
Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor, and plan the project, readings, conferences, and method of examination with the faculty sponsor.
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

**380 (1) Mini Courses**
**½**
Intensive six-week study of a specialized topic. One unit of credit will be given for two mini courses.
Study of two topics in the course of the semester, six weeks devoted to each. In 1973-74 the topics were: How wars begin; How wars end; Nixon *versus* Congress; How bureaucrats play games. Topics for 1974-75: Impeachment of the President; Reform of Congress.
Open to juniors and seniors by permission of the instructor.

Mr. Stratton

## Directions for Election

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 100, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American government, comparative government, international relations, legal studies, political theory and methods. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six distribution units must be taken in the department of political science at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.

# PSYCHOLOGY

Professor:
Zimmerman

Associate Professor:
Dickstein (Chairman), Furumoto, Bruder[3]

Assistant Professor:
Schiavo•, Naus•, Clinchy, Banik, Finison, Moore, Moore[3], Wolf

Instructor:
Branch, Mokros, Rierdan, Hassett[3]

Lecturer:
Stiver[3], Fernald[3]

Research Assistant:
Eister

Teaching Assistant:
Sams

**101 (1) (2) Introduction to Psychology**
1
Study of selected research problems from areas such as personality development, learning, and cognition to demonstrate ways in which psychologists study behavior.
Open to all students.

Miss Zimmerman, Mr. Moore, Mr. Fernald, Mr. Hassett

**201 (1) (2) Statistics**
1
The application of statistical techniques to the analysis of psychological data. Major emphasis on the use of statistics as a tool for the evaluation of published research and for use in the student's own research in more advanced courses. Laboratory. Three periods of combined lecture-laboratory and one additional laboratory period.
Prerequisite: 101.

Mr. Finison, Ms. Wolf

**207 (1) (2) Child Development**
1
A survey of child behavior and psychological development from birth through adolescence, with emphasis on infancy and early childhood. Theory and research pertaining to personality, social and cognitive development are examined. Two periods of lecture and one of discussion or observation of children.
Prerequisite: 101.

Mr. Banik, Ms. Mokros

**207R (1) (2) Research Methods in Child Development**
1
An introduction to research methods appropriate to the study of child psychology. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 210R, or 212R.
Prerequisite: 201 and 207.

Mr. Banik, Mrs. Clinchy

**210 (1) (2) Social Psychology**
1
The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Three periods of lecture, discussion, and demonstration.
Prerequisite: 101.

Mr. Finison, Ms. Branch

**210R (2) Research Methods in Social Psychology**
1
An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 212R.
Prerequisite: 201 and 210.

Ms. Branch

**212 (1) (2) Personality**
1
Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.
Prerequisite: 101.

Ms. Rierdan, Ms. Moore, Mr. Hassett

**212R (1) (2) Research Methods in Personality**
1
An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 210R.
Prerequisite: 201 and 212.

Mr. Dickstein, Mr. Moore

**216 (2)* Psycholinguistics**
1
Consideration of psychological theories of language, including such topics as an introduction to linguistics, language acquisition, speech perception, meaning, and the relation between language and thought.
Prerequisite: 101.

Ms. Wolf

**217 (1) (2) Cognitive Processes**
1
Study of the psychology of thinking with major emphasis on experimental studies. Topics will include selected issues in reasoning, problem solving, concept attainment, memory and creative thinking. Three periods of lecture, discussion and demonstration.
Prerequisite: 101.

Mrs. Bruder

**218 (2)* Perception**
1
Experimental and theoretical approaches to selected topics in perception including visual space, form, and motion; speech perception; perceptual learning and development; and the role of personality variables in perception.
Prerequisite: 101.

Not offered in 1974-75.

**219 (1) Learning**
1
Basic problems and research findings at the human and animal levels. Among topics studied: schedules and parameters of reinforcement, discrimination, generalization, conditioned reinforcement, and behavior correlated with negative reinforcement.
Prerequisite: 101.

Ms. Furumoto

**220R (2) Research Methods in Experimental Psychology**
1
An introduction to research methods employed in experimental psychology including the fields of learning, perception, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.
Prerequisite: 101 and 201 (201 may be taken concurrently or waived by permission of the instructors); and 216 or 217 or 218 or 219.

Ms. Furumoto, Ms. Wolf

**300 (1) (2) Seminar**
1
Topic for 1974-75: Study of the Keller Plan method of learning and teaching, which permits a student to move through course material at her own pace. Seminar members construct materials for the Keller Plan portion of 101, act as Keller advisors to 101 students for five weeks, and later evaluate the Keller Plan work. Advantages and disadvantages of Keller Plan learning; some comparison of Keller Plan and other innovative teaching programs in colleges.
Open by permission of the instructor.

Miss Zimmerman

**301 (1) Seminar**
1
Topic for 1974-75: The role of sex-typing in childhood socialization. The development of sex-role behaviors, standards, and identifications will be considered, with emphasis upon the processes through which sex-typed behaviors are socialized.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207.

Ms. Mokros

**303 (1) (2) The Psychological Implications of Being Female**
1
Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women, case studies; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.
Open to juniors and seniors who have taken 101 and two Grade II units.

Ms. Furumoto, Ms. Moore

**306 (2) Behavior Change**
1
Examination of theories of psychotherapy and behavior change. The course will be focused on an analysis of the assumptions and practice of psychodynamic, client-centered, Gestalt, behavioral, and encounter therapies. Attention will also be given to "radical therapies" and the work of R. D. Laing. Students will participate in a self or other change project. Not open to students who have taken 349 in 1974.
Open to juniors and seniors who have taken 101 and two Grade II units including 212.

Mr. Moore

**307 (2) Adolescence**
1
Theory and research concerning adolescent personality and behavior development. Some examination of pathological as well as normal development.
Open to juniors and seniors who have taken 101 and two Grade II units including 207 or 212.

Not offered in 1974-75.

**309 (1) (2) Abnormal Psychology**
1
Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.
Prerequisite: same as for 307.

Mrs. Stiver, Ms. Rierdan

**310 (1) Group Dynamics**
1
Topics to be considered include leadership, influence, group norms, decision-making, and intergroup relations. Focus on the interaction between individual behavior and group phenomena. The course includes participation in an unstructured group.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units in psychology and/or sociology and anthropology.

Not offered in 1974-75.

**311 (1) Seminar. Social Psychology**
1
Topic for 1974-75: Social psychology of dyadic interaction. An examination of theory and research on topics relating to interaction in two-person groups. Central focus of the course will be the examination of mechanisms which enhance or retard the development of intimacy.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210.

Ms. Branch

**312 (2) Seminar**
1
Topic for 1974-75: The acquisition of schizophrenic behavior. A definition of "schizophrenia" will be attempted through consideration of theoretical models, case studies, and autobiographical reports. Different approaches to explaining the acquisition of schizophrenia, as well as strategies for the change of schizophrenic behavior, will be considered.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units including 212. Psychology 207 is recommended.

Ms. Rierdan

**313 (2) Seminar**
1
Topic for 1974-75: Culture and development. The investigation of the influence of culture and society on cognitive and personality development. Topics will include the effects of environmental deprivation on intellectual and emotional development, experimental studies attempting to validate Freudian and Piagetian theories in nonwestern cultures, and the special problems in the development of lower class, Black children in a white, middle class society.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units including 207.

Mr. Banik

**317 (1) Seminar. Cognitive Development and Education**
1
Examination of major changes in thinking from early childhood through college years. Emphasis will be upon Piaget's cognitive-developmental model of growth and its implications for education. Topics will include the role of language in the formation of concepts, "play" in relation to the development of intelligence, and ethical development in adolescence.
Prerequisite: 101 and two Grade II units, including 207 or 217.

Mrs. Clinchy

**318 (1) The Psychology of Language**
**1**
Problems in the psychology of language, including theories of language and its acquisition, speech perception, and the relation between language and thought.
Open to students who have taken 101 and at least two Grade II units including either 216 or 217, or by permission of the instructor.

Not offered in 1974-75.

**325 (2) History of Psychology**
**1**
The history of selected topics, issues, and systems in psychology with an emphasis on the analysis of primary sources. The field of psychology will be analyzed as a developing science and as systems of ideas. The influence of ideologies of race and sex differences on psychologists will be examined. There will also be discussion of current issues in the historiography of psychology.
Open to juniors and seniors who have taken 101.

Mr. Finison

**327 (2) Seminar. Child Development**
**1**
Topic for 1974-75: Behavior problems of children. This seminar will deal with social and cognitive factors involved in the dynamics, development, maintenance, and treatment of children's behavior problems.
Prerequisite: same as for 301.

Ms. Mokros

**328 (2) Seminar**
**1**
Normally a different topic each year.
Prerequisite: same as for 301.

Not offered in 1974-75.

**330 (1) Seminar**
**1**
Topic for 1974-75: Animal behavior. An introduction to comparative and ethological approaches to the study of behavior. Reproductive behavior of ring doves, aggressive behavior of Siamese fighting fish, and social behavior of baboons, chimpanzees, and other nonhuman primates will be among the topics considered. Reading and discussion of selected experimental and theoretical work will be combined with field trips and laboratory observations.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, or 101 and Biology [105].

Ms. Furumoto

**335 (1) Seminar**
**1**
Topic for 1974-75: Memory and language. Theories of human memory and language, current memory models, the development of memory and language in the child, and, through mnemonics, in the adult.
Open by permission of the instructor to students who have taken 101 and at least two Grade II units, including 216, 217, or 218. (The prerequisite of 216, 217, or 218 may be waived by permission of the instructor.)

Ms. Wolf

**349 (1) Theories of Child Development**
**1**
This course will examine and contrast the major theoretical currents in the study of child development, their origins and implications. Piagetian theory, psychoanalytic theory, and social-learning theory will be compared with respect to their empirical bases, internal validity, and their adequacy as explanations of behavior. While the primary concern of the course will be the theories in general, those phenomena addressed by all three theories (namely, moral development and the development of sex-identity) will also be discussed.
Prerequisite: 101 and 207.

Mr. Banik

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

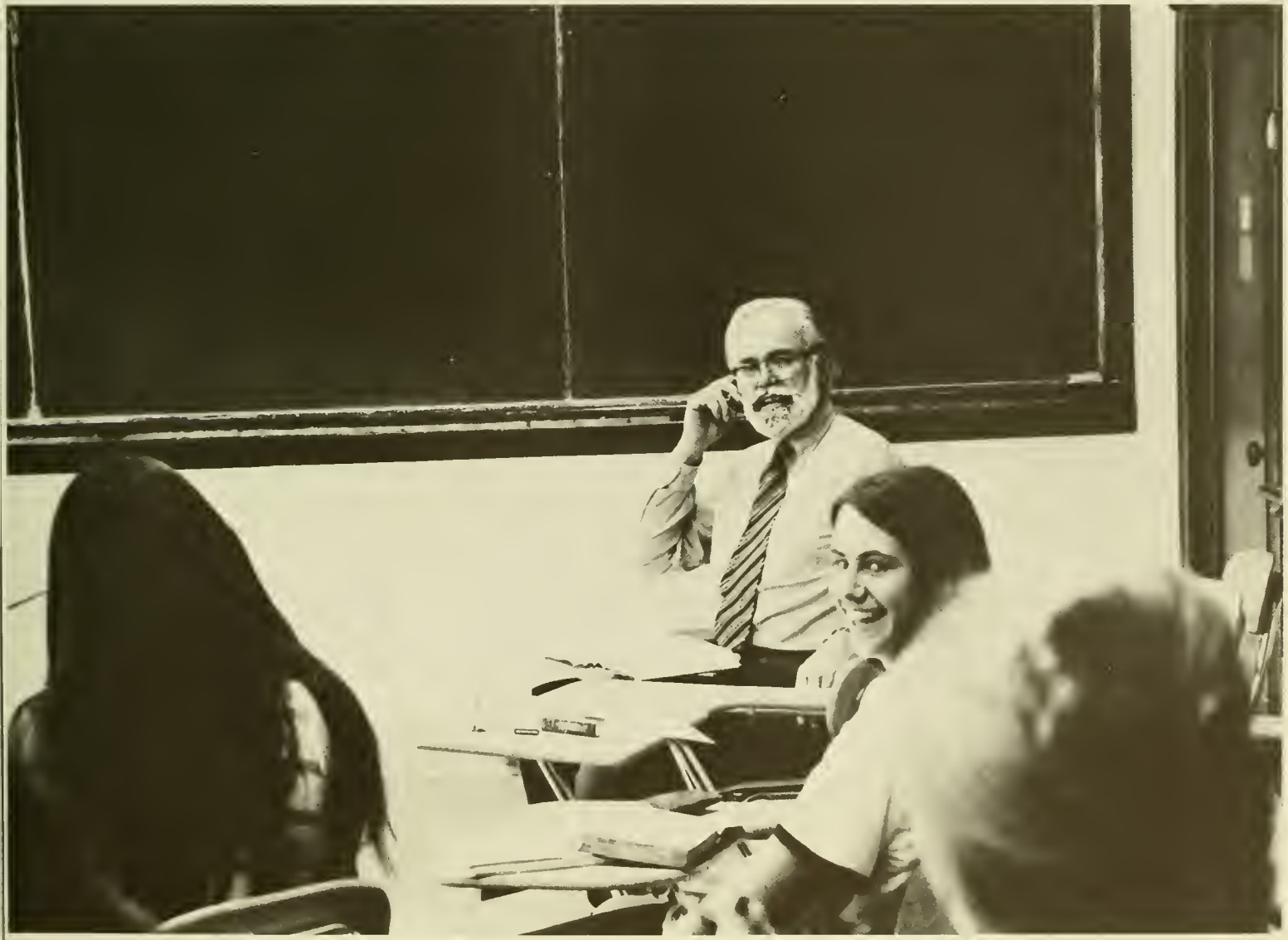
## Directions for Election

A major in psychology must include 101 and 201; one of the following: 207, 210, 212; and one of the following: 216, 217, 218, 219.

The department offers four research courses: 207R, 210R, 212R, 220R. A major in psychology must include at least one of these. However, no more than one of 207R, 210R, 212R may be elected. It is possible to elect 220R in addition to one of the other R courses.

The department recommends that 201 be taken in the sophomore year after 101 and after another Grade II unit or concurrently with another Grade II unit.

# RELIGION AND BIBLICAL STUDIES



Professor:
Denbeaux, Mowry

Associate Professor:
Johnson (Chairman)

Assistant Professor:
Vanderpool

Instructor:
Weiss[3], Nold, Savran[3], Fisher[3]

Lecturer:
Santmire•, Karefa-Smart[3]

**104 (1) (2) The Hebrew Scriptures**
**1**
A study of the historical, prophetic, wisdom, and apocalyptic literature of the Old Testament. An introduction to the methods of literary and historical criticism with a consideration of the impact of the biblical tradition on the individual and society.
Open to all students.

Mr. Denbeaux, Mr. Vanderpool, Mr. Savran

**105 (1) (2) The Person and Message of Jesus**
**1**
The life and message of Jesus of Nazareth, based on recent historical critical research of the Gospel record. A consideration of the relation between historical knowledge about Jesus and the faith of the early church in him with particular attention to the synoptic Gospels.
Open to all students.

Miss Mowry

**107 (1) (2) Crises of Belief in Modern Religion**
**1**
Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.
Open to all students.

Mr. Johnson

**108 (1) Asian Religions**
**1**
Introduction to selected religions of India, China, Japan, Southeast Asia, and Tibet. Highlighting Hinduism and Buddhism.
Open to all students.

Ms. Nold

**109 (1-2) Classical Hebrew**
**2**
The elements of biblical Hebrew grammar, syntax, and vocabulary. Readings of selections from the Hebrew Scriptures.
Open to all students except those who have taken [203].

Mrs. Weiss, Mr. Savran

**150 (2) Colloquium**
**1**
For directions for applying see page 204.
Open by permission to a limited number of freshman and sophomore applicants.

**(2)**
Religious attitudes to nature and ecology

Attention to representative religious beliefs and practices towards nature. Traditional cultures—American Indian, ancient Chinese, Tibetan, East Indian, and American transcendentalists. Emphasis on contemporary counter-culture movements which actualize these principles.

Ms. Nold

**204 (1) Christian Beginnings in the Hellenistic World**
1
A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.
Prerequisite: 105.

Miss Mowry

**206 (1) Israel's Literature and the Ancient Near East**
1
The literature of biblical Israel viewed against the background of the cultures of Canaan, Egypt, and Mesopotamia as illumined by modern archaeology. Ancient Near Eastern mythological, cultic, and ritual texts to be read and compared with biblical texts.
Prerequisite: 104 or permission of the instructor.

Mr. Savran

**208 (1) Ethics**
1
A study of texts selected from the history of western ethics. Focus on Christian sources in relation to their critics in classical and modern periods.
Open to freshmen and sophomores who have taken one unit in the department, and to juniors and seniors without prerequisite.

Not offered in 1974-75.

Mr. Johnson

**209 (1-2) Advanced Hebrew**
2
A brief review of Hebrew grammar. Readings in Hebrew literature, including biblical, rabbinic, and modern texts.
Prerequisite: 109 or [203] or the equivalent.

Mrs. Weiss, Mr. Savran

**210 (1) (2) Psychology of Religion**
1
An examination of psychological theories of religion from Freud to the present. A critical inquiry into the relationship of psychological processes and religious symbols. Readings in Freud, Jung, Fromm, Erikson, Maslow, William James, and others.
Prerequisite: one unit in the department and one unit in psychology, or two units in either department.

Mr. Johnson

**213 (2)* Classical Jewish Thought**
1
A study in historical perspective of the development of Judaism from the Hellenistic and early Rabbinic period through the Middle Ages. The methods, ideas and ideals of Talmudic Judaism will be analyzed and discussed, followed by careful study of the philosophical works of major medieval Jewish thinkers, including Saadya Gaon, Judah Ha-Levi and Moses Maimonides. Offered in alternation with 214.
Open to all students.

Not offered in 1974-75.

**214 (2)* Modern Jewish Thought**
1
Post-enlightenment Judaism from Mendelsohn to Buber. Developments including the Emancipation movements, Zionism, and modern orthodoxy to be studied with a view to their impact on contemporary Judaism. Offered in alternation with 213.
Open to all students.

Mrs. Weiss

**215 (1) Pilgrimage. The Search for Meaning**
1
A study of various journeys, mostly autobiographical, as portrayed in Wiesel's *Night*, Hesse's *Siddhartha*, Kosinski's *The Painted Bird*, Castenada's *Journey to Ixtlan*, Bellow's *Henderson the Rain King, The Autobiography of Malcolm X*.
Open to all students.

Mr. Denbeaux

**216 (1) Classical Theology**
1
The interaction of the biblical world view with classical culture and the consequent emergence of specifically Christian thought. The church fathers, the theology of the Creeds, Augustine and medieval theology.
Open to all students.

Mr. Denbeaux

**217 (2) Christianity from the Reformation to the Twentieth Century**
1
The Reformation and reshaping of Christianity from the time of Martin Luther to the modern period. Protestant, Catholic and sectarian thinkers and movements and their interaction with social change, with the rise of modern philosophy and with natural science.
Prerequisite: one unit in the department or permission of the instructor.

Mr. Vanderpool

**218 (2) Religion in American Society**
1
A study of religion in American society from the colonial beginnings to the present. The diverse origins, conflicts, and contributions of Protestant groups, Roman Catholicism, Judaism, sects and moral movements. Special attention to the way these movements interacted with intellectual, political, and cultural developments.
Prerequisite: one unit in the department or two units in American studies or permission of the instructor.

Mr. Vanderpool

**219 (2) Modern European Theology: The Existentialist Revolution**
1
Kierkegaard and the 19th century: the victory of paradox over rationalism, of existence-thinking over speculative theology in the 20th century.
Open to all students.

Mr. Denbeaux

**220 (1) The Black Religious Experience in America**
1
For description and prerequisite see Black Studies 220.

**228 (2) Black Religion and Social Protest**
1
Analysis of the Black man's religion in the context of American society and culture including its relation to the tradition of social protest. Consideration of the influence of such leaders as Frederick Douglass, W. E. B. DuBois, Malcolm X, Martin Luther King, Jr. Open to students who have taken one unit in the department or in sociology and anthropology.

Ms. Karefa-Smart

**251 (1) Brahmanism and the Religions of India**
1
Focus on historical development of non-Buddhist, East Indian philosophies. Scriptures of Vedas, Upanishads, Epic Literature, and Vedanta.
Prerequisite: 108 or permission of the instructor.

Not offered in 1974-75.

Ms. Nold

**252 (1) Islam**
1
Inquiry into the meaning of Islam through a study of Koran and life of Mohammed. Historical, geographical development. Early Near Eastern pre-Islamic influences. Sufi Mystics.
Prerequisite: 104 or 108 or permission of the instructor.

Ms. Nold

**253 (2) Buddhism**
1
From the birth of Buddhism to modern configurations. Emphasis upon early scriptures and Mahayana elaboration. Geographical development, acculturation, through historical methods and primary source material and Buddhist psychology.
Prerequisite: same as for 251.

Ms. Nold

**256 (2) Primitive Religion**
1
A study of religious myths and rituals within the context of the socioeconomic backgrounds of selected North American Indian tribes. Some consideration of the variety of methods by which this material can be analyzed—examples from Shamanism.
Prerequisite: 108 or Anthropology 104 or permission of the instructor.

Ms. Nold

**305 (2) Seminar. History of Religions**
1
Topic for 1975-76: The nature of transcendence and immanence. Major focus on the degree of intensity of "spirituality" as a cross-cultural constant. Some western examples: Sufism, Zoroastrianism, Kabala, semi-Christian Gnosticism. Some Oriental examples: Taoism, Tantric Hinduism and Buddhism, Shinto, and "spiritism" in certain tribal societies.
Open to students who have taken two of the following: 204, 213, 251, 252, 253, 256, or by permission of the instructor.

Not offered in 1974-75.

Ms. Nold

**306 (2) The Prophet in Biblical Israel**
**1**
An investigation into the phenomenon of prophecy in Israel and the place of the prophet in Israelite society followed by an intensive study of the writings of a classical prophet. Prerequisite: 104 or 109 or 206 or permission of the instructor.

Mrs. Weiss

**307 (2) Seminar. The New Testament**
**1**
A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition.
Prerequisite: 204.

Miss Mowry

**311 (2) Theology and Its Expression in Literature**
**1**
The relation of theology and imagination. A study of selected theological images and the ways in which they have been reshaped by such interpreters as Dostoevsky, Faulkner, Kafka, and Pasolini.
Open to students who have taken one unit in the department and a Grade II course in literature.

Mr. Denbeaux

**314 (1) Theology Seminar. The Creative Power of Tradition in the Twentieth Century**
**1**
Jewish and Christian recovery of a legacy independent of cultural imperialism.
Prerequisite or corequisite: 204 or 215 or 216 or 217 or 218.

Not offered in 1974-75.

**316 (2)* Ethics**
**1**
An intensive study of an ethical issue or a set of related issues with readings in relevant source materials. Normally offered in alternation with 317.
Prerequisite: 208.

Not offered in 1974-75.

Mr. Johnson

**317 (2)* Seminar. Psychology of Religion**
**1**
Topic for 1975-76: Despair and hope as religious phenomena. Readings primarily in psychoanalytic ego psychology and Catholic and Protestant theologies of hope. Normally offered in alternation with 316.
Prerequisite: 210.

Not offered in 1974-75.

Mr. Johnson

**318 (1) Seminar. American Religion**
**1**
Selected in-depth investigations of the role of religion in shaping national self-understanding, internal policy, and foreign relations. Critical analysis of specific periods and personalities such as puritans and evangelical images of American destiny; policies toward Indians, slaves, and other minorities; justification for civil and international wars.
Prerequisite: 218 or permission of the instructor.

Mr. Vanderpool

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

The total program of the major shall be prepared in consultation with the advisor so as to provide for an appropriate balance between specialization and diversity.

Specialization shall include a sequence of courses in at least one particular field of study. Diversity is fulfilled by electing some work within the department outside the field of specialization.

Freshmen and sophomores considering a major are encouraged to elect introductory courses appropriate to their special field of interest; information is available in the department office. Students planning to pursue studies in the Twelve College Exchange Program as part of their major should consult with their department advisor. Several of the Twelve College religion departments offer courses which could supplement and enrich a Wellesley major in religion and biblical studies.

Studies in the original language are particularly valuable for students specializing in Old Testament or New Testament; see Religion 109 and 209 (Classical Hebrew) and Greek 102 (Beginning Greek).

# RUSSIAN

Professor:
Lynch (Chairman)

Associate Professor:
Bones

Assistant Professor:
Burgin

**100 (1-2) Elementary Russian**
2
Grammar, oral and written exercises, reading of short stories. Three periods.

The Staff

**150 (1)* Colloquium**
1
For directions for applying see page 204.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
Aspects of Russian drama

The study of tradition and innovation in Russian drama as reflected in the major plays of the 19th and 20th centuries, from Griboyedov's *Woe from Wit* to Majakovsky's *Mystery-Bouffe*, and today's avant-garde works. Emphasis on the period from 1850 to the present. Conducted in English.

Not offered in 1974-75.

Mrs. Bones

**200 (1-2) Intermediate Russian**
2
Reading with emphasis on vocabulary building; review of grammar; composition and oral expression. Selected readings in classical and modern Russian literature, and in Russian history and culture.
Prerequisite: 100 or the equivalent.

The Staff

**201 (1) Russian Literature in Translation I**
1
Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, and Dostoevsky.
Open to all students.

Miss Burgin

**202 (2) Russian Literature in Translation II**
1
Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Pasternak, and Bulgakov.
Open to all students.

Miss Burgin

**249 (2)* Introduction to Language**
1
Its history, theory, logic, and its application to Russian. General laws of phonology, syntax, and grammatical categories. Conducted predominately in English. Students' interest in more than one foreign language encouraged.
Prerequisite or corequisite: 200 or permission of the instructor.

Mrs. Lynch

**300 (1-2) Advanced Russian**
2
Studies in the structure of the Russian language. Reading of literary and historical works. Regular written and oral reports on individual selected topics. One unit of credit may be given for the first semester.
Prerequisite: 200.

Mrs. Lynch

**311 (1)* Russian Literature from Its Beginnings to Pushkin**
1
Discussion of the Byzantine, western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev, Karamzin, and Pushkin.
Prerequisite or corequisite: 300.

Not offered in 1974-75.

**317 (1)* Russian Writers Today: Emigré and Soviet**
**1**
Prose and poetry of Aldanov, Nabokov, G. Ivanov, Morshen, and Bulgakov, Solzhenitsyn, Voznesensky, Okudzhava.
Prerequisite or corequisite: 300.

Mrs. Lynch

**320 (2)* Seminar**
**1**
Topic for 1974-75: Four Russian poets—Elena Guro, Marina Tsvetaeva, Anna Akhmatova, and Bella Akhmadulina. Intensive study of selected works by four major 20th century writers in the light of their philosophical, social, and literary context.
Prerequisite or corequisite: 300.

Mrs. Bones

**349 (2)* The Writer in a Censored Society: His Literary and Nonliterary Roles**
**1**
From Pushkin and Lermontov through Tolstoy, Dostoevsky, Majakovsky, Esenin, Zam'atin, and to Evtushenko, Sin'avsky, Daniel.
Prerequisite or corequisite: 300.

Not offered in 1974-75.

Mrs. Lynch

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to qualified students.

**370 (1-2) Honors Program**
**2 to 4**
Required of honors candidates who choose to do honors research.

Course 100 is counted toward the degree but not toward the major. Courses 150, 201, and 202 are counted toward the distribution requirements in Group A but not toward the major. However, 150, 201, and 202 are strongly recommended to students who major in Russian.

Students interested in majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 309 and Extradepartmental 330 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

# SOCIOLOGY AND ANTHROPOLOGY

Professor:
Eister•, Shimony (Chairman)

Assistant Professor:
Mueller•, Hall, Lieber

Instructor:
Dimieri, Ellertson[3], Norris, Bainbridge[3]

**102 (1) (2) Introduction to Sociology**
1
Sociological analyses of personal interaction and group structures in different social settings. Applications of sociological research methods to small groups, formal or bureaucratic organizations, the local community, and the total society.
Open to all students.

The Staff

**104 (1) (2) Introduction to Anthropology**
1
Consideration of man's place in nature, his physical history, and physical varieties. Brief survey of archaeology and linguistics. The nature of culture with examples primarily from nonwestern societies.
Open to all students.

Mrs. Shimony, Mr. Lieber

**105 (1) Physical Anthropology**
1
Theories regarding the origin and evolution of man. Primate behavior and adaptation. Analysis of human fossil evidence. Implications for the question of race.
Prerequisite: 104.

**106 (2) Archaeology**
1
A survey of the development of archaeology and an overview of its methods and themes. Introduction to Old World and New World archaeological sites and sequences.
Prerequisite: 104.

**201 (1) (2) Social Research I**
1
Techniques of field study, data collection in relation to well-defined sociological problems. Participant observation, survey research instruments, content analysis. Normally followed by 202.
Prerequisite: 102 or 104.

Mr. Dimieri

**202 (2) Social Research II**
1
Techniques for handling quantified factors. Social statistics, tabulation, diagramming; analysis of distribution curves and tests of significance of differences; simple correlation; analysis of variance, etc.
Prerequisite: 201.

Mr. Dimieri

**203 (1)* Deviance**
1
The patterning of nonnormative behavior and its relation to social process. Focus on juvenile delinquency and mental impairment in the United States and in crosscultural perspective.
Prerequisite: same as for 201.

**205 (1) Social Anthropology**
1
Comparative study of social, political, and economic organization of primitive societies. Stability and change of primitive groups in contact with western culture. Application of anthropology to the problems of underdeveloped countries.
Prerequisite: same as for 201.

Mr. Lieber

**207 (2) Comparative Analysis of Modern Complex Societies**
1
Organization, functions, and characteristic interrelationships among the major social institutions in total societies. Comparative study. Emphasis on problems of integration and change.
Prerequisite: same as for 201.

Ms. Hall

**209 (2) Social Stratification and Power**
1
The nature of the class system in the United States and in other societies. Social problems created by stratification. Roles of the disadvantaged and the privileged in reform movements and revolutions.
Prerequisite: same as for 201.

Mr. Norris

**210 (2) Racial and Ethnic Minorities**
1
An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities.
Prerequisite: same as for 201.

Mr. Lieber

**211 (1) Family and Society**
1
Family life in several periods and social milieu. Its effect on the roles of women and children. The impact of industrialization and the changing relationship between the family and institutions of the community.
Prerequisite: same as for 201.

Ms. Hall

**212 (2) Religion and Society**
1
Sociological and anthropological views of religion. Differences in organization and functions of religion in primitive, traditional, and advanced contemporary societies. Problems of organized religion in secular, pluralistic, and urban-industrial society.
Prerequisite: same as for 201.

Not offered in 1974-75.

**213 (1) Sociology of Law**
1
Analysis of sociological jurisprudence; examination of the empirical studies of various components of the justice system—legal profession, jury system, courts, police and prisons; special attention to topics of social change, social class, and the law.
Prerequisite: same as for 201.

**214 (1) Medical Sociology**
1
Social factors associated with the incidence and treatment of health disorders. Differential availability of health care services. Social organization of hospitals; role behavior of patients, professional staff and others; attitudes in hospital setting toward terminal patients and death.
Prerequisite: same as for 201.

**215 (2)* Sociology of Communication**
1
Analysis of mass communication through models based on the sociology of language. Consideration of the interaction of societal groups concerned with the media as a source of power. Emphasis on television; newspapers, including the underground press; and magazines.
Prerequisite: same as for 201.

Not offered in 1974-75.

**216 (2) Sociology of Higher Education**
1
Contemporary functions and types of higher educational institutions in the United States. Social organization of the campus as a local community. Professional and nonprofessional role relationships and the coordination of standards and of objectives. Field research required.
Prerequisite: 102 and 201, or permission of the instructor.

**219 (2). Modern Organizations**
1
Various perspectives and methodologies used in the investigation of organizations. Emphasis on size, complexity, and formalization of structure and on power, communication, and decision-making processes. Roles and adaptation of individuals in organizations; the significance of social and cultural environments.
Prerequisite: 102.

Mr. Dimieri

**220 (1) The Metropolitan Community**
1
Origins and development of cities. Theories of urbanization. Problems and future trends relating to the city as a social organization.
Prerequisite: same as for 201.

Mr. Norris

**224 (1)* Social Movements and Collective Behavior**
1
Theories of conflict and collective behavior applied to emergent social processes such as demonstrations, riots and rebellions; relationship to movements seeking alterations in the social order.
Prerequisite: same as for 201.

Not offered in 1974-75.

**231 (2) Society and Self**
1
Social structure and process with relation to the self. Social contributions and impediments to individual experience. Institutionalization of, and group innovation in, goals, attitudes, and ideas. Group formation as related to self-identity and social purpose.
Prerequisite: same as for 201.

**244 (1) Societies and Cultures of Africa**
1
Comparative study of distinctive kinship, political, economic, and other social institutions of several major cultures of Africa for which there are anthropological reports. Consequences of culture contact among selected tribes and between indigenous and Asian or European cultures.
Prerequisite: same as for 201.

Mrs. Shimony

**300 (1) Classical Sociological Thought**
1
Development of major sociological themes and theoretical positions from Montesquieu to the present.
Prerequisite: 102 and two Grade II units, or permission of the instructor.

**301 (2) Anthropological Theory**
1
History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.
Prerequisite: 104 and two Grade II units, or permission of the instructor.

Mrs. Shimony

**303 (2) Current Developments in Sociology**
1
Reading and discussion of major current theories in selected areas of sociological investigation.
Prerequisite: 300 or permission of the instructor.

Ms. Hall

**311 (1) Seminar in Anthropology**
1
Topic for 1974-75: Ethnopsychiatry. Psychotherapeutic contexts in traditional societies, focusing on strategies and techniques of diagnosis and treatment in mental "disorders." Emphasis on the role of specialized practitioners, shamans and others, and the relationships between these practitioners and patients.
Prerequisite: 102 or 104, and two Grade II units or permission of the instructor.

Mr. Lieber

**320 (2) Urban Social Systems**
1
Sociological and systems analysis of selected federal, city, and community attempts to respond to urban problems. Extensive field work in urban programs and projects in Boston.
Prerequisite: 102, 220 and one additional Grade II unit.

Mr. Norris

**323 (1)* Seminar. Deviance**
1
Normally a different topic each year.
Prerequisite: same as for 300.

Not offered in 1974-75.

**329 (1) (2) Seminar. Organization in Health, Housing, Correctional and Related Institutions in Contemporary Society**
1
Problems of funding, staffing, delivery of services, and functional effectiveness. Required internship assignment.
Prerequisite: 102 or 104, and 201 and 219, or permission of the instructor.

Mr. Ellertson

**342 (2) Seminar. North American Indian Policy and Ethnography**
1
Cultural background of selected Indian societies. Social and political problems of American Indians today.
Prerequisite: same as for 301.

Mrs. Shimony

**349 (2) Seminar. Strategies of Social Change in Contemporary America**
1
Focus on several strategies of direct action. Theories of nonviolence and violence in the writings of such thinkers as Martin Luther King, Jr. and Franz Fanon. These will be evaluated in the light of recent American experiences. Students will work individually or in groups to evaluate a specific strategy or case of direct action.
Prerequisite: same as for 300.

Not offered in 1974-75.

**350 (1) (2) Research or Individual Study**
1 or 2
Open by permission to juniors and seniors.

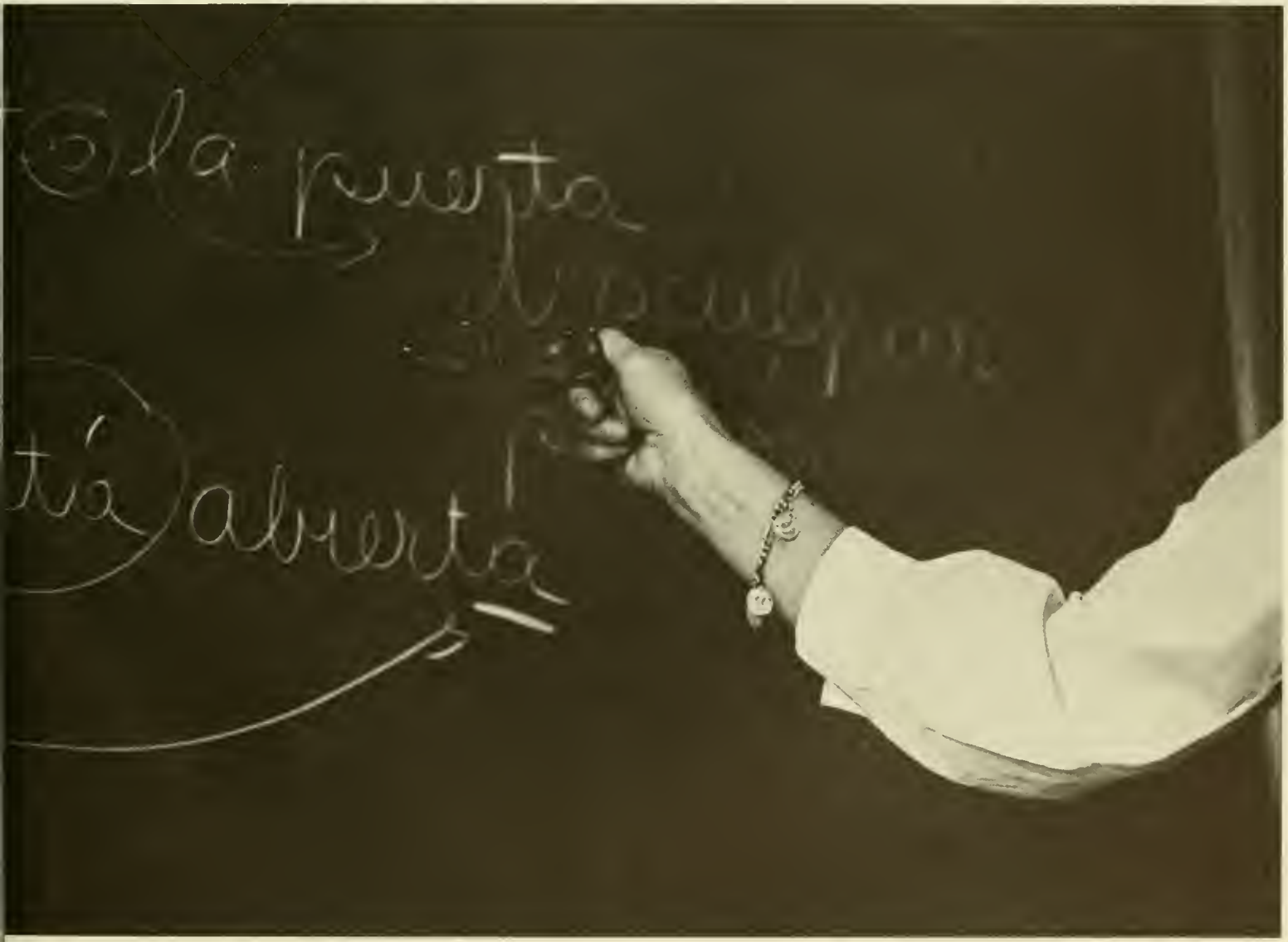
**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

Majors in sociology are required to include in their program 102, 201, and 300. Students planning graduate work in the field are advised to include 202.

Majors in anthropology are required to include in their program 104, 301, and at least one appropriate intermediate level course.

Students wishing a combined sociology-anthropology major or some other individually designed program of study should consult the chairman of the department.

# SPANISH



Professor:
Ruiz-de-Conde, Lovett (Chairman)

Assistant Professor:
Gostautas•, Gascón-Vera

Instructor:
Lusky, Villanueva[3]

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country. See p. 45.

**100 (1-2) Elementary Spanish**
2
Grammar, reading, composition, dictation, practical conversation on everyday life; short lectures in Spanish. Stress on the intensive oral approach. Three periods.
Open to students who do not present Spanish for admission.

The Staff

**102 (1-2) Intermediate Spanish**
2
Review of grammar and related language skills with intensive oral-aural practice, readings from contemporary Hispano-American authors with emphasis on vocabulary building, oral and written expression. Three periods.
Prerequisite: two admission units in Spanish or 100.

The Staff

**104 (1) Representative Modern Authors**
1
Analysis of selected prose works from *La Generación del '98* on. Authors studied include Unamuno, Valle-Inclán, Benavente, Baroja, and Ortega. Constant practice in writing and speaking. Three periods.
Prerequisite: three admission units or permission of the instructor.

Mr. Lovett

**201 (1) (2) Oral and Written Communication**
1
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish.
Prerequisite: 102 or 104 or four admission units.

The Staff

**202 (2)* Hispano-American Literature I**
1
Critical and aesthetic problems in the field of fiction as seen through the works of Isaacs, Sarmiento, Quiroga, Güiraldes, Azuela, García Márquez, et al.
Prerequisite: same as for 201.

Miss Gascón-Vera

**203 (1)* Modern Spanish Literature: 1898-1936**
1
From *La Generación del '98* to the Spanish Civil War. Dominant themes and innovations in such authors as Unamuno, A. Machado, García Lorca, Guillén and Salinas. Special emphasis will be placed on Spanish surrealism.
Prerequisite: same as for 201.

Miss Gascón-Vera

**204 (1)* Post-Civil War Spanish Literature**
1
From post-civil war literature to today. Authors studied include Cela, Goytisolo, Sánchez Ferlosio, Miguel Hernández, and Blas de Otero.
Prerequisite: same as for 201.

Not offered in 1974-75.

**205 (2)* Hispano-American Literature II**
1
A selection of such outstanding Latin American essayists, poets, and playwrights as El Inca Garcilaso, Sor Juana Inés de la Cruz, Neruda, Lugones, Rubén Darío, Martinez Estrada, Usigli, et al.
Prerequisite: same as for 201.

Not offered in 1974-75.

Mr. Gostautas

**206 (1) Landmarks of Spanish Literature I**
**1**
Intensive study of masterpieces and authors chosen from the Middle Ages to the Baroque: *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*; Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón.
Prerequisite: same as for 201.

Mrs. Ruiz-de-Conde

**207 (2) Landmarks of Spanish Literature II**
**1**
From the Enlightenment to 19th century Realism. The evolution from neoclassicism to the realistic novel: Moratin, Larra, Espronceda, Bécquer and Pérez Galdós.
Prerequisite: same as for 201.

Mr. Lovett

**228 (2)* Revolutionary Latin American Literature in Translation**
**1**
For description and prerequisite see Extradepartmental 228.

Not offered in 1974-75.

**229 (2)* Spanish Literature in Translation**
**1**
For description and prerequisite see Extradepartmental 229.

**301 (2)* Drama of the Seventeenth Century**
**1**
The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón.
Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Not offered in 1974-75.

Mr. Lovett

**302 (2)* Cervantes**
**1**
Study of Cervantes and his work, representing the culmination of the novel in Spain. Reading of *Novelas Ejemplares*; analysis and discussion of *Don Quijote*.
Prerequisite: same as for 301.

Mrs. Ruiz-de-Conde

**306 (1)* Modern Hispano-American Literature I**
**1**
Study of the main literary currents in Mexico; analysis of present-day trends in prose and poetry: Rulfo, Fuentes, Reyes, Vasconcelos, Octavio Paz.
Prerequisite: same as for 301.

Not offered in 1974-75.

Mr. Gostautas

**307 (1)* Modern Hispano-American Literature II**
**1**
Analysis of present-day trends in prose and poetry: Borges, Mallea, Gabriela Mistral, Vallejo, Mariátegui, Gallegos, Carpentier, Cortázar.
Prerequisite: same as for 301.

Miss Lusky

**310 (1)* Seminar**
**1**
Topic for 1974-75: The role of the woman in the novels of Pérez Galdós. Woman and society in some of the key novels of Galdós.
Prerequisite: two Grade II units in literature or permission of the instructor.

Mr. Lovett

**311 (1)* Seminar**
**1**
Topic for 1975-76: Puerto Rican and Chicano literature. Introduction to the major themes and literary techniques of contemporary Puerto Rican and Chicano literature. Examination of the bilingual phenomenon as a new aesthetic, an exploration of its committed social ideas and its relationship to the threefold influences of the United States, Mexico, and Spain.
Prerequisite: same as for 310.

Not offered in 1974-75.

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission, or to seniors who have taken two Grade III units in the department.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 206, 207, 301, 302, and two additional units of Grade III literature in Spanish; the Latin American major should include 201, 202, 205, 306, 307, and two additional units of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major. Extradepartmental 330 and 331 are recommended for both majors.

# THEATRE STUDIES

Lecturer:
Barstow (Chairman), Levenson[3]

**203 (2) Plays, Production, and Performance**
**1**
The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.
Open to all students.

Mr. Barstow

**205 (1)* Scene Study**
**1**
Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.
Prerequisite: 203 or permission of the instructor.

Not offered in 1974-75.

Mr. Barstow

**206 (2)* Design for the Theatre**
**1**
Study of changing concepts of theatrical environment; the designer's function in the production process, with emphasis on performance as a realization of the analytical interpretation of specific plays.
Prerequisite: same as for 205.

Mr. Levenson

**207 (1)* Early Modern Theatre**
**1**
Ibsen, Strindberg, and Chekhov, and their forerunners and immediate successors; particular attention paid to theatrical conditions, producers, designers, and actors associated with stage production of the plays studied.
Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Not offered in 1974-75.

**208 (2)* Contemporary Theatre**
**1**
Mid-20th century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.
Prerequisite: same as for 207.

Not offered in 1974-75.

Mr. Barstow

**210 (1-2)* History of the Theatre**
**1 or 2**
Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.
Prerequisite: same as for 207.

Mr. Barstow

**215 (1)* Shakespeare in the Theatre**
**1**
Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.
Prerequisite: 203, and English 215 or 305 or 306, or permission of the instructor.

Mr. Barstow

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to qualified students.

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Interdepartmental Majors.

# EXTRADEPARTMENTAL

The following section includes several separate courses of interest to students in various disciplines.

**

Course may be elected to fulfill in part the distribution requirement in Group A

***

Course may be elected to fulfill in part the distribution requirement in Group B

****

Either 218 or 219 fulfills in part the distribution requirement in Group C

## Experimental Courses

The following experimental courses for 1974-75 are sponsored by the Committee on Educational Research and Development:

**101 (1) Variations on a Theme**
1
An interdisciplinary approach to autobiography and to Don Juan myth. Examples drawn from opera and painting as well as from literature. Texts to include Augustine, Cellini, Molière, Mozart, and Rembrandt. Especially recommended for freshmen and sophomores.

Mrs. Weinreb

**102 (2) Science and Reality**
1
Three epochs in the history of science (the ancient world, the 17th century, the modern period) viewed as episodes in man's attempt to conceive the meaning of his world. Emphasis on the problem of understanding what science can tell us about the nature of reality and knowledge. Especially recommended for freshmen and sophomores.

Mrs. Chaplin

**103 (2) Techniques of Mathematics**
1
Methods of problem-solving with an emphasis on the development of analytic and algebraic skills. Introduction to BASIC. Three 50 minute periods, one hour laboratory weekly. Open by permission of the mathematics department. Experimental 103 does not count towards the Group C distribution requirement or a major in mathematics.

Mr. Myers, Ms. Wason

## Extradepartmental Courses

**104 (1) Classical Mythology**
1
For description and prerequisite see Greek 104.

**105 (1) Introduction to Historical Linguistics**
1
The methods of linguistic reconstruction and the principles of language history; the development of both form and meaning in language, with examples from various Indo-European families, including Romance. Open to all students with knowledge of one ancient or modern Indo-European language other than English.

Mr. Frame

**108 (2)** Interpretations of Man in Western Literature**
1
Representative views of the nature of man reflected in a selection of major works of European literature. The readings, chosen to emphasize the classical heritage, will include works of Vergil, Augustine, Dante, Machiavelli, Montaigne, Milton, Goethe, and Eliot. Open to all students.

Not offered in 1974-75.

Mr. Layman

**110 (1) (2) Introduction to Automatic Computation**
1
Modeling of computational processes as sequential algorithms. Formal and informal techniques for the representation of these algorithms and their implementation on digital computers. Experience in programming and running of elementary problems, numeri and non-numeric, on a digital computer. Open to all students.

Mr. Shrier

**201 (1)** Russian Literature in Translation I**
1**
For description and prerequisite see Russian 201.

**202 (2)** Russian Literature in Translation II**
1**
For description and prerequisite see Russian 202.

**203 (2)*** Greek Drama in Translation
1**
For description and prerequisite see Greek 203.

**204 (2)*** Greek Epic in Translation
1**
For description and prerequisite see Greek 204.

Not offered in 1974-75.

**208 (2)** Myth and the Role of Women
1**
For description and prerequisite see Greek 208.

Not offered in 1974-75.

**210 (2)** Contemporary Women: An Interdisciplinary Perspective
1**
The course will draw on several disciplines to aid students in orienting their thinking about the nature of women and their actual and possible positions in modern society. Lectures by Wellesley faculty members and others with special expertise in biology, economics, history, philosophy, political science, psychology, and sociology will contribute insights toward a better understanding of contemporary women. In addition to weekly lectures, the course will include weekly discussion groups.
Open to all students with preference given to sophomores, juniors, and seniors.

**216 (2)** Applications of Mathematics to the Physical Sciences I
1**
Topics in linear algebra: matrices, vector spaces, operators, eigenvalue problems; infinite series. Introduction to probability and statistics. Two meetings weekly, with a third meeting every other week.
Prerequisite: Mathematics 201.

Mr. von Foerster

**217 (1)** Applications of Mathematics to the Physical Sciences II
1**
Topics in analysis: complex analysis; vector analysis. Ordinary differential equations arising in the physical sciences; introduction to partial differential equations. Two meetings weekly, with a third meeting every other week.
Prerequisite: Extradepartmental 216.

Not offered in 1974-75.

**218 (1)**** History of Science I
1**
Introduction to some of the major scientific ideas leading to the Scientific Revolution of the 17th century, with emphasis on the contributions of Ptolemy, Copernicus, Kepler, Galileo, and Newton. Understanding of the scientific problems is developed through analysis of observational and experimental data as well as the study of selected original source materials. Two periods weekly and a one and one-half hour laboratory-discussion session every other week.
Open to students who have completed one unit of laboratory science (physics or astronomy recommended) and one unit of history or philosophy. Normally not open to freshmen.

Not offered in 1974-75.

Miss Webster

**219 (2)**** History of Science II
1**
Introduction to some of the major scientific ideas emerging in the 18th, 19th, and 20th centuries, emphasizing the contributions of such scientists as Lavoisier, Priestley, Lyell, Darwin, Mendel, and Einstein. Two periods weekly and a one and one-half hour laboratory-discussion session every other week.
Open to students who have completed one unit of laboratory science and one unit of history or philosophy. Normally not open to freshmen.

Not offered in 1974-75.

**221 (2)** Politics and Literature in Post-War Germany
1**
Political and social influences on the literature of East and West Germany since 1945. Studies of works by Biermann, Weiss, Hochhuth, Grass, and others.
Open to sophomores, juniors, and seniors.

Not offered in 1974-75.

Miss Ward

**222 (1)** French Fiction in Translation I: The Psychological Novel
1**
Techniques of psychological analysis and their relation to aesthetics in works by Stendhal, Flaubert, Gide, Sartre, Sarraute, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*.
Open to students who have not fulfilled the language requirement in French (through examinations or courses) or by permission of the instructor.

Mr. Stambolian

**223 (2)** ** **French Fiction in Translation IIa: Experiments in the Novel**
1
Innovative forms, techniques, and theories of narration in the works by Rabelais, Laclos, Flaubert, Queneau, Robbe-Grillet, Camus, and Beckett. Aesthetic renewal and challenge to convention seen in relation to changing perceptions of reality.
Prerequisite: same as for 222.

Not offered in 1974-75.

**224 (1)** ** **French Fiction in Translation IIb: Novels of Social Commitment**
1
The expression of social consciousness in works by Zola, Aragon, Céline, Malraux, Sartre, Camus, Mongo Beti, Yambo Ouologuem.
Prerequisite: same as for 222.

Not offered in 1974-75.

**228 (2)** ** **Revolutionary Latin American Literature in Translation**
1
Aesthetic and socio-political problems in the works of revolutionary Latin American writers as seen through the fiction and poetry of Asturias, Cortázar, García Márquez, Carpentier and Neruda. Special attention will be given to the noncommitted Borges.
Open to all students except those who have taken Spanish 306 and 307.

Not offered in 1974-75.

Mr. Gostautas

**229 (2)** ** **Spanish Literature in Translation**
1
Through the writings of Cervantes, Tirso de Molina, Calderón, and the author of the *Lazarillo*, four universal themes will be analyzed: idealism and reality in the figures of Don Quijote and Sancho; the myth of Don Juan in *El burlador de Sevilla*; the picaresque in *El Lazarillo de Tormes*, and free will and predestination in *La vida es sueño*. Additional readings of Cervantes' *Novelas*, and modern authors such as Pérez Galdós and Unamuno will provide further insight into these recurring themes.
Open to all students except those who have taken Spanish 206, 301 and 302.

Miss Lusky

**230 (1) (2) Seminar. Introduction to Computer Science**
1
Selected topics: Logical design, construction of an electromechanical automatic sequence computer and machine language programming.
Prerequisite: Extradepartmental 110 and permission of the instructor.

Mr. Shrier

**231 (2) Interpretation and Judgment of Films**
1
Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Renoir, Clair, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice. Discussion groups, limited to 20 students.
Open to all students.

Not offered in 1974-75.

**235 (2) Contemporary Approaches to Dance Composition: Practice and Theory**
1
Mid-20th century developments in dance. Practice in composition and experience in critical evaluation of student work. Emphasis on aesthetic problems related to chance and indeterminism in dance.
Open to juniors and seniors beyond the elementary level in ballet or modern dance technique, or by permission of the instructor.

Ms. Trexler

**241 (1)** ** **Chinese Literature in Translation I**
1
A survey of Chinese literature in translation from its beginnings to the Sung Dynasty (960-1278 A.D.). The focus of the course is on classical Chinese literature, dealing with early poetry, philosophical works of the late Chou, and the poetry and prose of the Han, Tang, and Sung Dynasties.
Open to sophomores, juniors and seniors, and to freshmen by permission of the instructor.

Mr. Lagerwey

**242 (2)** ** **Chinese Literature in Translation I**
1
A survey of Chinese literature from Tang tales (618-905 A.D.) to contemporary literature, dealing with the emergence of vernacular fiction. The focus will be on Tang and Sung short stories, Yuan drama, Ming and Ching novel and the literary works from the May 4th movement through the post-Liberation era.
Prerequisite: same as for Extradepartmental 241.

Mr. Lagerwey

**330 (1) Seminar. Comparative Literature**

Topic for 1974-75: The treatment of world war in Russian, German, and Italian prose. A detailed study of the impact of World Wars I and II, and of war in general, on individuals, "lifestyles," and nations in selected prose works by Bulgakov, Böll, Calvino, Grass, Pavese, Remarque, Sholokhov, Solzhenitsyn, and others. Particular attention will be given to artistic problems of language, style, and genre involved in the literary expression of the violence and devastation wreaked by the wars on the personal and cultural life of all three countries. An effort will be made to determine the special significance of the war theme to the three literatures and to 20th century European literature.

Open to students who have taken or are taking at least one unit of foreign language beyond the college requirement and who have taken at least two units of Grade III literature.

Miss Burgin

**331 (2) Seminar. The Theatre Since 1945**

Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America.

Prerequisite: same as for Extradepartmental 330 or by permission of the instructor.

Mr. Stambolian

**335 (1) (2) Seminar. American Studies**
**1**

The image of reason in America. The focus will be on changing attitudes toward human reason and science in American history, relating especially to such problems as political reform, personal and social ethical norms, expanding technology, and the broader cultural assumptions that seem to characterize American life. The readings will include Jefferson, Franklin, Emerson, Hawthorne, Melville, Dewey, James, Skinner, Chomsky, and several others. Required of American studies majors.

Open by permission of the instructor to American studies majors, and to other qualified students if space permits.

Mr. Purcell

# INTERDEPARTMENTAL MAJORS

## Classical Civilization

Director: Geffcken

The College offers four established interdepartmental major programs: Classical civilization, classical and Near Eastern archaeology, East Asian studies, and molecular biology. In addition, a student may design an individual major. Some representative individual majors and courses available for them are included in this section.

Students who wish a classical civilization major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available in 1974-75 for majors in classical civilization.

Greek: All courses in the original. Latin: All courses in the original.

**Art 100 (1-2)**
Introductory Course

**Art 200 (1)**
Classical Art

**Art 380 (2) Mini Courses**
Series Ia. The Shaft Grave Circles of Mycenae

**Greek 104 (1)**
Classical Mythology

**Greek 203 (2)**
Greek Drama in Translation

**History 150 (1)d**
Myth and History

**History 231 (2)**
History of Rome

**Philosophy 101 (1) (2)**
Plato's Dialogues as an Introduction to Philosophy

**Philosophy 201 (1)**
Plato and Aristotle

**Religion and Biblical Studies 104 (1) (2)**
The Hebrew Scriptures

**Religion and Biblical Studies 105 (1) (2)**
The Person and Message of Jesus

**Religion and Biblical Studies 204 (1)**
Christian Beginnings in the Hellenistic World

**Religion and Biblical Studies 307 (2)**
Seminar. The New Testament

## Classical and Near Eastern Archaeology

Director: Marvin

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

Students who major in archaeology may choose Greece, Rome, or the ancient Near East as a principal area of interest. Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and an advanced knowledge of the literature of that country (Greece or Rome) which is their special area of concern. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language.

The program for each student will be planned individually from courses in the departments of art, Greek, history, Latin, philosophy, religion and biblical studies, and sociology and anthropology, as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods and geology are also very useful.

Students should plan for at least one summer of excavation and travel, and are expected to complete units of independent study as well as regular course offerings.

Because the requirements for this major are somewhat complex, students are urged to declare an interest early so that a comfortable program can be devised for each student.

## East Asian Studies

Directors: Cohen and Lin

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work; students interested in a broader range of courses on Asia may take a minimum of Chinese language work or none.

The following courses are available in 1974-75 for majors in East Asian studies:

**Art 248 (2)**
Later Buddhist Art in China and Japan

**Art 249 (1)**
Far Eastern Art

**Chinese 101 (1-2)**
Elementary Spoken Chinese

**Chinese 102 (1-2)**
Basic Chinese Reading and Writing

**Chinese 201 (1-2)**
Intermediate Chinese Reading

**Chinese 202 (1-2)**
Intermediate Conversational Chinese

**Chinese 252 (1)**
Readings in Modern Style Writings

**Chinese 253 (2)**
Topics in Chinese Culture of Today

**Chinese 300 (2)**
Readings in Contemporary Chinese Literature

**Chinese 310 (1)**
Introduction to Literary Chinese

**Chinese 311 (2)**
Readings in Elementary Classical Chinese

**Extradepartmental 241 (1)**
Chinese Literature in Translation I

**Extradepartmental 242 (2)**
Chinese Literature in Translation II

**History 271 (1)**
Japanese History

**History 275 (1)**
Pre-Modern Chinese History

**History 276 (2)**
Modern Chinese History

**History 345 (1)**
Seminar. Chinese History I

**History 346 (2)**
Seminar. Chinese History II

**Political Science 300 (2)**
Politics of East Asia

**Religion and Biblical Studies 108 (1)**
Asian Religions

**Religion and Biblical Studies 253 (2)**
Buddhism

## Molecular Biology

Director: Hicks

The departments of biological sciences and chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to a unit of biochemistry (326 or [325]), the area of concentration consists of five units of chemistry (103 or [107]), 104 or [106], [201] or 211, [203] or 231, and 221 or [324]; five units of biology (100, 101, 205, 200 or 206, and one Grade III unit); Physics 104, 105, or 110; and Mathematics 111 or the equivalent.

tudents who are interested in interdisciplin-
y work may design an individual major, in
onsultation with two faculty advisors. The
rogram for the individual major is subject to
ie approval of the Committee on Curriculum
nd Instruction. In setting up guidelines for
ie individual major, the committee hopes to
xtend the possibility for a major which
osses traditional departmental lines to
ose students who could most benefit from
uch a major and to assure suitable guidance
the student in selecting appropriate
ourses for the major. The program for the
dividual major should include four units in
ie department above the Grade I level.

ie majors and suggested courses listed
elow are representative of the more estab-
shed programs:

**American Studies**

American studies (formerly United States studies) is a growing, highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

Two courses for 1974-75 which have been designed with this integrative aspect of American studies in mind are: English 150b, The Democratic Myth; and Religion 218, Religion in American Society.

The one required course in the major, Extradepartmental 335, is designed to assist students in developing their own points of view towards characteristic themes in American culture.

The following is a partial list of other courses available in 1974-75 that may be included in an American studies major:

**Art 226 (1)**
History of Afro-American Art

**Art 231 (1)**
American Art from Colonial Times to the Civil War

**Art 232 (2)**
American Art from the Civil War to the Foundation of the New York School

**Black Studies 150 (1)a and (2)a**
1919. Year of the "New Negro"

**Black Studies 206 (1-2)**
Afro-American History

**Black Studies 220 (1)**
Black Religious Experience in America

**Black Studies 230 (1-2)**
The Black Woman in American Society

**Economics 305 (1)**
Industrial Organization

**English 223 (1)**
American Literature I

**English 224 (2)**
American Literature II

**English 225 (1) (2)**
American Literature III

**English 228 (2)**
Black Literature in America

**English 317 (1)**
American Literature IV

**History 102 (2)**
Approach to the History of American Society

**History 250 (1)**
Colonial America, 1607 to 1783

**History 251 (2)**
The United States, 1783 to 1850

**History 252 (1)**
The United States, 1850 to 1917

**History 253 (2)**
The United States, 1917 to the Present

**Political Science 210 (1) (2)**
American Political Parties and Interest Groups

**Political Science 310 (2)**
Political Decision-Making in the United States

**Religion and Biblical Studies 228 (2)**
Black Religion and Social Protest

**Sociology 210 (2)**
Racial and Ethnic Minorities

## Theatre Studies

The individual major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners: playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the theatre studies department, the following courses, available in 1974-75, are specifically relevant to the individual major in theatre studies:

**Black Studies 210 (1-2)**
Black Drama in the Twentieth Century

**English 212 (1) (2)**
Modern Drama

**English 215 (1) (2)**
Shakespeare

**English 305 (1)**
Advanced Studies in Shakespeare I

**English 306 (1) (2)**
Advanced Studies in Shakespeare II

**Extradepartmental 331 (2)**
Seminar. The Theatre Since 1945

**French 213 (1) (2)**
French Drama in the Twentieth Century

**Greek 302 (1)**
Aeschylus and Sophocles

**History 236 (2)**
Modern European Intellectual History

**Italian 302 (1)**
The Theatre in Italy

**Music 200 (1-2)**
Design in Music

**Music 307 (2)**
The Opera

**Philosophy 203 (1) (2)**
Philosophy of Art

## Urban Studies

The individual major in urban studies provides students with an interdisciplinary approach to the city which can be adapted to particular interests. Majors are encouraged to concentrate within a specific field, in order to provide themselves with a sound disciplinary background and to equip themselves for further academic or professional work. Such concentration usually occurs within the departments of art, black studies, economics, history, political science, psychology, or sociology; possible interdisciplinary emphases include urban problem-solving and public administration, urban design, or urban education.

It is recommended that majors elect basic methodology courses in their field of concentration (e.g., Sociology 201, 202; Political Science 249, etc.). Majors are encouraged to apply for the Wellesley Urban Politics Summer Internship Program (see p. 45). Opportunities for field work available through the MIT cross-registration program should also be noted.

The following courses are available in 1974-75 for majors in urban studies:

**Black Studies 106 (1)**
Introduction to the Black Experience

**Black Studies 206 (2)**
Afro-American History Since 1865

**Economics 225 (1)**
Urban Economics

**Economics 249 (2)**
Seminar. The Economics of Environmental Disruption

**History 252 (1)**
The United States, 1850 to 1917

**History 253 (2)**
The United States, 1917 to the Present

**History 254 (1)**
United States Urban History

**History 336 (2)**
Seminar. American Urban History

**Political Science 212 (1)**
Urban Politics

**Sociology 220 (1)**
The Metropolitan Community

## Women's Studies

The following courses are available in 1974-75 in women's studies:

**Black Studies 230 (1-2)**
The Black Woman in American Society

**English 150 (2) a**
Women Writers and Women's Problems

**Extradepartmental 210 (2)**
Contemporary Women: An Interdisciplinary Perspective

**French 319 (1)**
As Women See Themselves

**History 332 (2)**
Seminar. English History
The "Woman Question" in England

**Psychology 303 (1) (2)**
The Psychological Implications of Being Female

**Psychology 349 (1)**
Theories of Child Development

**Russian 320 (2)**
Seminar. Four Russian Poets

**Sociology 211 (1)**
Family and Society

**Spanish 310 (1)**
Seminar. The Role of the Woman in the Novels of Pérez Galdós

# FRESHMAN-SOPHOMORE COLLOQUIA

The colloquia are designed for freshmen and sophomores who are interested in concentrated study of a significant well-defined topic. They offer students the opportunity to work in small groups in close association with faculty members. Most are open without prerequisite although a few presuppose some earlier study of the field either in secondary school or in a college course. They are similar to seminars in method and approach in that they stress independent work, discussion, and student reports.

Each colloquium counts as one unit. Each may be elected to satisfy in part one of the distribution requirements. Since enrollments are limited, students ordinarily may not enroll in more than one colloquium. They may, however, apply for more than one, indicating their preference.

Incoming freshmen may obtain application forms from the class dean, sophomores from the department chairman. If a colloquium is oversubscribed the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

**Topics for 1974-75**

**Black Studies 150 (1) (2)**
(1) a. 1919. Year of the "New Negro"

(2) a. 1919. Year of the "New Negro"

**English 150 (1) (2)**
(1) a. The adolescent hero
b. Black poetry

(2) a. Women writers and women's problems
b. The democratic myth

**History 150 (1) (2)**
(1) a. 1919. Year of the "New Negro"
b. 1776 and all that
c. Peasant in history: myth and fact
d. Myth and history

(2) a. 1919. Year of the "New Negro"
b. Heroes and heroines in medieval society

**Philosophy 150 (1)**
(1) Fact, fiction, and philosophy

**Religion and Biblical Studies 150 (2)**
(2) Religious attitudes to nature and ecology

# OFFICERS OF INSTRUCTION

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# INDEX


Academic
  calendar, 3
  distinctions, 46
  honors in the major field, 46
  standards, 43
  summary, 32
Acceleration, 44
Administration, 220-222
Admission, 13-15
  application for, 13
  campus visit, 13
  College Entrance Examination Board tests, 13-14
  criteria for, 13
  deferred entrance, 14
  early evaluation, 14
  foreign students, 14
  general requirements for freshman applicants, 13
  graduate students, 15
  interview, 13
  plans, 14
  transfer students, 15
  U.S. citizens living abroad, 14
Advanced placement, credit for, 43
Alumnae Hall, 39
Alumnae, 224-225
  Association, Board of Directors, 224
  trustees, 224
  National Development Fund Committee, 225
American Studies, individual major, 199
Anthropology courses, 176-179
Archaeology
  classical and Near Eastern, interdepartmental major, 197
Art courses, 52-58
Arts center, 37
Astronomy courses, 60-61

Bachelor of Arts degree, requirements for, 42
Biblical studies courses, 166-170
Biological sciences courses, 64-67
Black Studies courses, 70-72
Buildings, see Campus

Calendar, 3
Campus, description of, 37-40
  map of, 28
Career, preparation for, 47
Career Services Office, 31
Chapel, 39
Chemistry courses, 74-76
Child Study Center, 38
Chinese courses, 78-79
Civil Service, 48
Classical civilization, interdepartmental major, 196
Classical and Near Eastern archaeology, interdepartmental major, 197
College, history of, 9-10
College Entrance Examination Board tests, 13-14
College Government, 10
Colloquia, freshman-sophomore, 45, 204
Community involvement, 46
Continuing education, 22, 48
Correspondence, 4
Counseling resources, 30
Courses of instruction, 50-204
Credit
  for advanced placement examination, 43
  for community involvement, 46
  for other academic work, 44
  for summer school and independent study, 46
Cross-registration, Massachusetts Institute of Technology, 45
Curriculum, 42-48

Degrees
  B.A., requirements for, 42
  M.A., requirements for, 48
Dental school, 48
Development, national committee, 225
Dormitories, 29, 38

Early evaluation, 14
East Asian studies, interdepartmental major, 197
Economics courses, 82-84
Economic internship program, 45
Education courses, 86-87
Emeriti professors, 217
Employment, student, 31
English courses, 90-94
Enrollment, 32-33
Examinations, 43
  advanced placement, 43
  exemption, 44
Exchange Program, Twelve College, 45
Expenses, general, 22
Extradepartmental courses, 190-193

Faculty, see Officers of Instruction
Federal Income Tax Return, 23
Fees and expenses, 19-22
  annual fee, 19
  continuing education, 22
  general deposit, 19
  graduate student, 22
  plans of payment, 19, 20-21
  reservation fee, 19
  room retainer fee, 19
  special fees and expenses, 19
  student activity fee, 19
Fellowships
  Slater, 45, 46
  Waddell, 45, 46
Fellowships and graduate scholarships, 24
  for graduates and undergraduates of Wellesley College, 24
  for graduates of other institutions, 25
Financial aid, 23
  application for, 23
  Federal Income Tax Return, 23
  Parents' Confidential Statement, 23
  payments, 19
Foreign language requirements, 42
Foreign students
  admission of, 14
  countries, 33
French courses, 96-98
Freshman
  admission requirements, 13
Freshman-sophomore colloquia, 45, 204

Geology courses, 100-102
German courses, 104-106
Gifts and bequests, 226
Grading, 43
Graduate students
  admission, 15
  fees, 22
  fellowships and scholarships, 25
Greek and Latin courses, 108-112
Greek courses, 108-109
Green Hall, 40
Greenhouses, 37

Harambee House, 39
Health professions, 48
Health services, 30
  infirmary, 40
  medical insurance, 19
History courses, 114-121
History of science courses, 191
Honors in the major field, 46

Individual majors, 199
Individual study, 45
Infirmary, 40
Insurance, medical, 19
Interdepartmental majors, 196-201
Internships, summer, 45-46
Interview, 13
Italian courses, 124-125

Jewett Arts Center, 37
Jobs, 31
Junior Year Abroad, 45

Latin courses, 110-112
Leave of absence, 47
Library, 38
Loans, 23

Major, 43
Massachusetts Institute of Technology,
  cross-registration, 45
Master of Arts degree, requirements for, 48
Mathematics courses, 128-130
Medical insurance, 19
Medical school, 48
Molecular biology, interdepartmental major, 198
Music courses, 132-135

National Development Fund Committee, 225

Observatory, 37
Officers of instruction, 206-218

Parents' Confidential Statement, 23
Phi Beta Kappa, 46
Philosophy courses, 138-141
Physical education courses, 144-146
Physics courses, 148-150
Plans of payment, 19, 20-21
Political science courses, 152-158
Presidents, 8
President's House, 40
Psychology courses, 160-164

Readmission, 47
Refunds, 19, 22
Religion and Biblical studies courses, 166-170
Religious resources, 30
Required studies
  exemption from, 44
Requirements
  distribution, 42
  foreign language, 42
  other, 42
Research, student, 45
Residence halls, 29, 38
Russian courses, 172-173

Sage, 37
Schneider College Center, 39
Science Center, 37
Scholarships
  graduate, 25
  trustee, 25, 46
  undergraduate, see Financial Aid
Scholastic aptitude and achievement tests, 13
Secondary school preparation, 47
Sigma Xi, 46
Slater fellowships, 45, 46
Slater International Center, 39
Society houses, 39
Sociology and anthropology courses, 176-179
Spanish courses, 182-184
Sports facilities, 29
Student life, 29
Students
  academic summary, 32
  from other countries, 14
  geographical distribution, 33
Students' Aid Society, 23
Study abroad
  junior year, 45
  summer, 46
Summers, 31
  internships, 45-46

Teaching, student preparation for, 47, 48
Theatre studies courses, 186-187
Theatre studies, individual major, 200
Transfer students
  admission, 15
Trustees, board of, 6
Tuition
  payments, 19, 20-21
Twelve College Exchange Program, 45

Urban internship program, 45
Urban studies, individual major, 201

Visitors, 4

Waddell Fellowships, 45, 46
Washington internship program, 45
Wellesley College Club, 40
Withdrawal, 47
Women's studies, individual major, 201

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